MOScholars:

Program Demographics and Participation Trends, SY 2022-23 to 2025-26

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MOScholars is Missouri's education savings account (ESA) scholarship program, designed to expand access to educational opportunities for eligible students, primarily those with disabilities or from low-income households, through scholarships administered by approved Educational Assistance Organizations (EAOs). These scholarships can be used for tuition, tutoring, therapies, curriculum, and a range of other educational expenses. This report provides a four-year overview of participating student demographics in Missouri's MOScholars program. The analysis focuses on gender, race/ethnicity, grade level, and Individualized Education Plan (IEP) status for MOScholars students overall and disaggregated by EAO. This report was prepared by the PRiME Center at Saint Louis University for the Missouri State Treasurer's Office.

Key Points

- Each year the number of participating students increased significantly, growing by approximately 370% between SY 2022-23 and SY 2025-26, from roughly 1,300 students in SY 2022-23 to more than 6,400 students in SY 2025-26.
- Over the course of the first four years of the program EAOs distributed $80.90 million in MOScholars awards.
- Around 30% of MOScholars participants have a verified IEP. Students without verified IEPs make up a growing share of program participants, indicating increasing participation among low-income students without disabilities and siblings of participating students..
- While White students comprise a growing majority of participants, the racial/ethnic composition of MOScholars students has remained relatively steady over time.
- Participation has increased across all grade levels, with the largest growth occurring in elementary grades.

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Introduction

This report provides a **four-year overview** of participating student demographics in Missouri's **MOScholars** program. The analysis focuses on gender, race/ethnicity, grade level, and Individualized Education Plan (IEP) status for MOScholars students overall and disaggregated by EAO.

MOScholars Program Overview

Purpose of MO Scholars

The Missouri Empowerment Scholarship Accounts Program, MOScholars, was established in 2021, with the passing of HB349 and SB86 by the Missouri General Assembly. The purpose of this program is to provide Missouri students and families with access to educational opportunities and resources through scholarships funded through a tax credit system. Eligible families may use these scholarships to seek a variety of educational services, including private schools, tutoring, and therapeutic services.

Eligible student populations and enrollment pathways

According to Missouri Revised Statutes 166.700(9), qualified students are those who have an approved Individualized Education Plan (IEP) or who are a member of a low-income household. A low-income household is defined as a household whose total annual income does not exceed an amount equal to 300% of the free and reduced lunch income standard. Additionally, to qualify, students must meet one of the following criteria:

- Attended a public school as a full-time student for at least one semester during the previous twelve months; or
- Is a child who is eligible to begin kindergarten or first grade; or
- Is a sibling of a qualified student who received a scholarship grant in the previous school year and will receive a scholarship grant in the current school year. OBJ

Interested families must submit an application between October and April of the school year prior to admittance to the program. Before applying, parents and students should carefully review the program's handbook, including eligibility criteria, eligible expenses, and other program criteria. Then, parents must identify and contact a certified EAO that will prescreen student(s) for eligibility and provide access to the MOScholars application.

EAOs and their administrative roles

An EAO is a nonprofit organization approved by the State Treasurer's Office (STO) to establish MOScholars scholarship accounts for qualified students. These organizations receive qualified contributions to provide eligible students with scholarships. In addition to facilitating the application process and providing scholarships, EAOs are charged with establishing a network and maintaining relationships with schools that students may use scholarship funds to attend.

EAOs are required to provide regular reports to the STO for accountability purposes. These reports include, but are not limited to, scholarship award information and required assessment scores for all students serviced by the EAO.

The following organization was State-approved EAOs from SY 2022-23 to SY 2025-26:

- ACSI Children's Tuition Fund (CTF)
- Agudath Israel of Missouri (AIM)
- Bright Futures Fund (BFF)
- Herzog Tomorrow Foundation (HTF)
- The Missouri District of the Lutheran Church-Missouri Synod (LCMS)
- Today and Tomorrow Education Foundation (TTEF)

Data Sources and Methods

Data Sources

- **EAO-Reported Rosters (2023-2025):** Grade level
- **FACTS Records (2023-2026):** Student ID, application status, race/ethnicity, gender, IEP status
- **ClassWallet Records (2023-2026):** Enrollment verification, total student count, award amount

Data Cleaning Procedure

Data from each of the sources was reviewed for completeness and accuracy prior to analysis. Student information such as race/ethnicity and IEP status was standardized across years and sources, and the sources were checked for any duplicate or missing information.

Enrollment verification, total student counts, and student race/ethnicity, gender and grade level were cross-checked to ensure accuracy across data sources. All datasets were merged in Stata using unique student ID numbers and datasets were checked to confirm successful merges to ensure all data was ready for analysis.

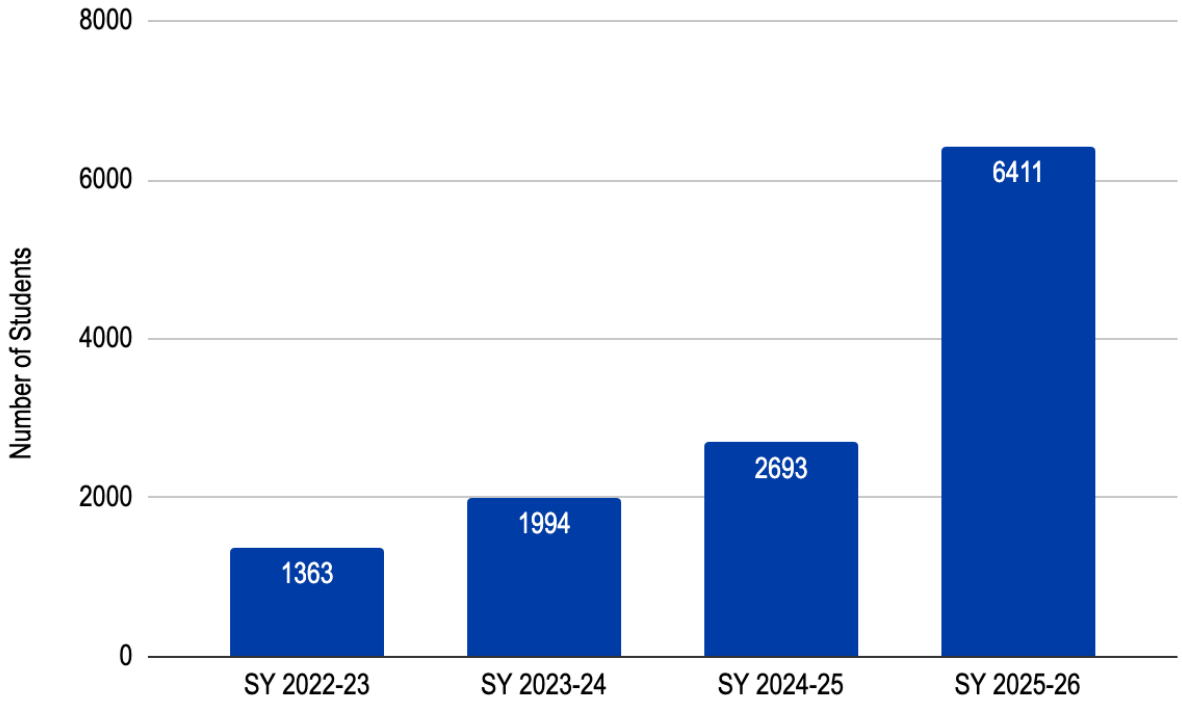
Overall Program Participation (SY 2022-23 to SY 2025-26)

From SY 2022-23 to SY 2025-26, program participation increased by approximately 370%, reflecting rapid expansion of the MOScholars program in its first four years. Participation grew steadily each year, with especially sharp growth between SY 2024-25 and SY 2025-26 as the program scaled statewide and additional families and schools engaged with approved EAOs. This pattern suggests increasing awareness of MOScholars among eligible families and growing administrative capacity among EAOs to support enrollment.

FIGURE 1.1

Student participation in the MOScholars program has increased each year

Number of students participating in the MOScholars program by year (SY 2022-23 to SY 2025-26)



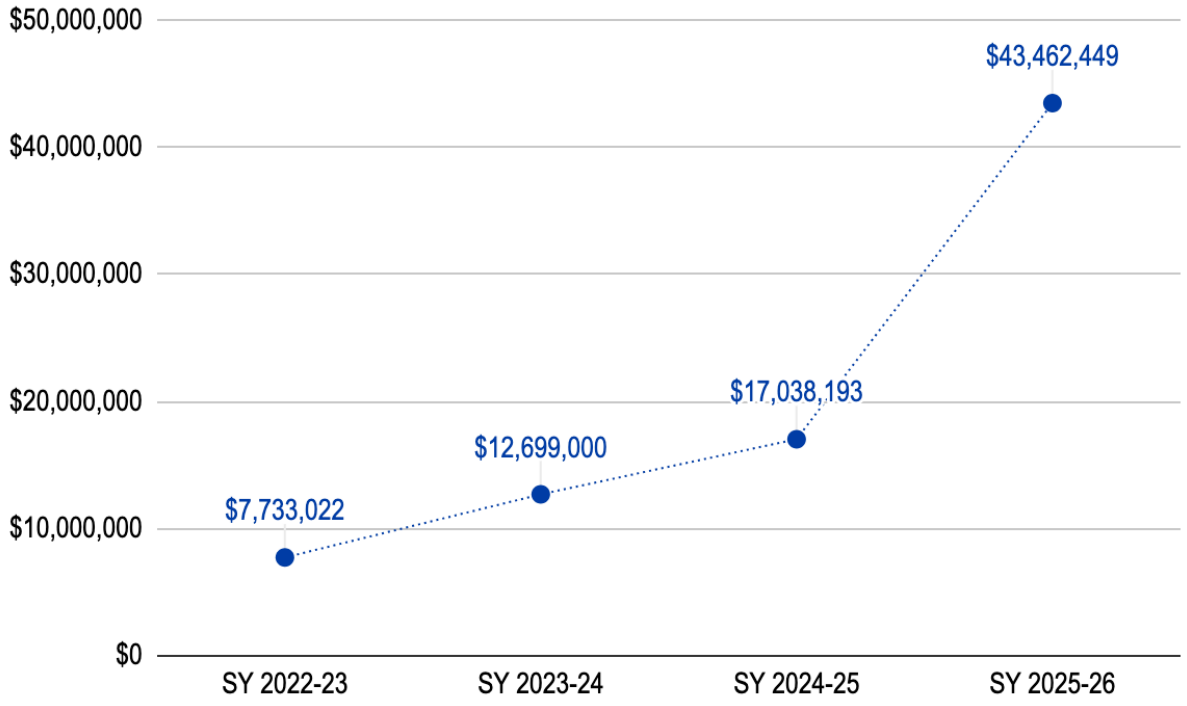
Award Amount (SY 2022-23 to SY 2025-26)

From SY 2022-23 to SY 2025-26, EAOs awarded a total of $80,932,664. Total award amounts increased substantially each year, mirroring growth in student participation. The largest increase in award volume occurred between SY 2024-25 and SY 2025-26, consistent with the expansion in enrollment observed during the same period. These trends reflect both rising demand for scholarships and the scaling of philanthropic and tax-credit contributions supporting the program.

FIGURE 1.2

Over the first four program years, the total amount of awards given has increased 462%

Total award amount distributed each year (SY 2022-23 to SY 2025-26)



Program Participation: IEP Status (SY 2022-23 to SY 2025-26)

Participation among students without verified IEPs increased at a faster rate than students with IEPs. While students with IEPs continue to represent a substantial portion of MOScholars participants, the growing share of students without IEPs suggests increasing utilization of the program by low-income students who qualify based on household income rather than disability status. This shift indicates that MOScholars is increasingly serving a broader segment of the eligible population over time.

FIGURE 1.3

Over the first four program years, the number of participating students with IEPs has increased 272% and the number of participating students without verified IEPs has increased 412%

Count of participating students by IEP status (SY 2022-23 to SY 2025-26)

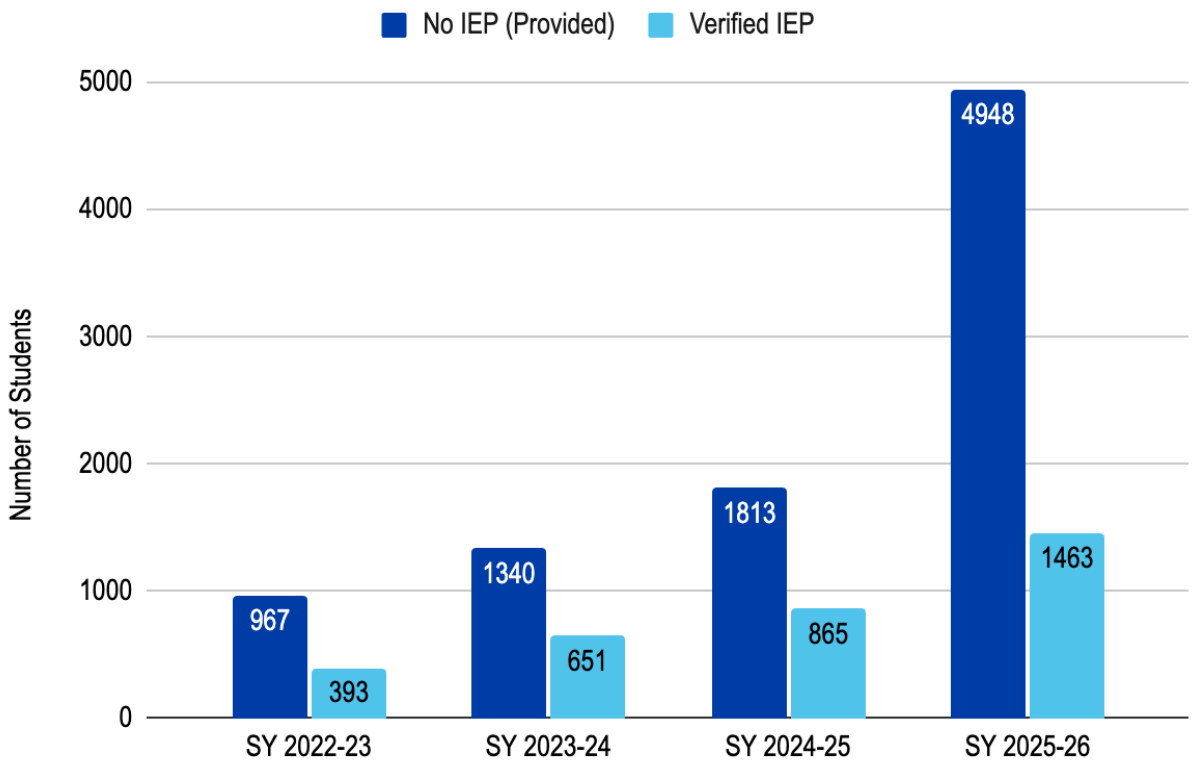
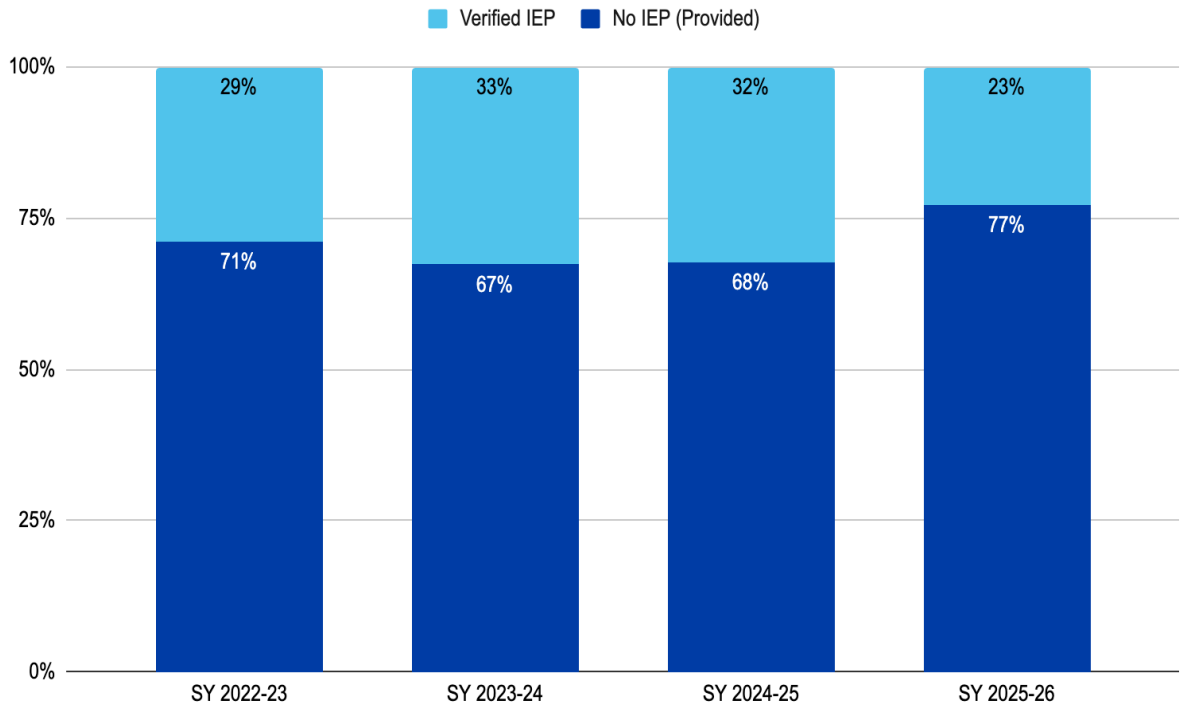


FIGURE 1.4

Across the first four years of the program, around 30% of participating students had a verified IEP

Percentage of participating students by IEP status (SY 2022-23 to SY 2025-26)



Program Participation: Gender (SY 2022-23 to SY 2025-26)

Enrollment by gender remained relatively balanced across all four years of the program. In each year, male students comprised a slight majority of participants, although the gap between male and female enrollment narrowed modestly over time. Overall growth in participation occurred for both male and female students, suggesting that the expansion of MOScholars has been broadly inclusive with respect to gender.

FIGURE 1.5

In each of the first four program years more male students participated than female students

Count of participating students by gender (SY 2022-23 to SY 2025-26)

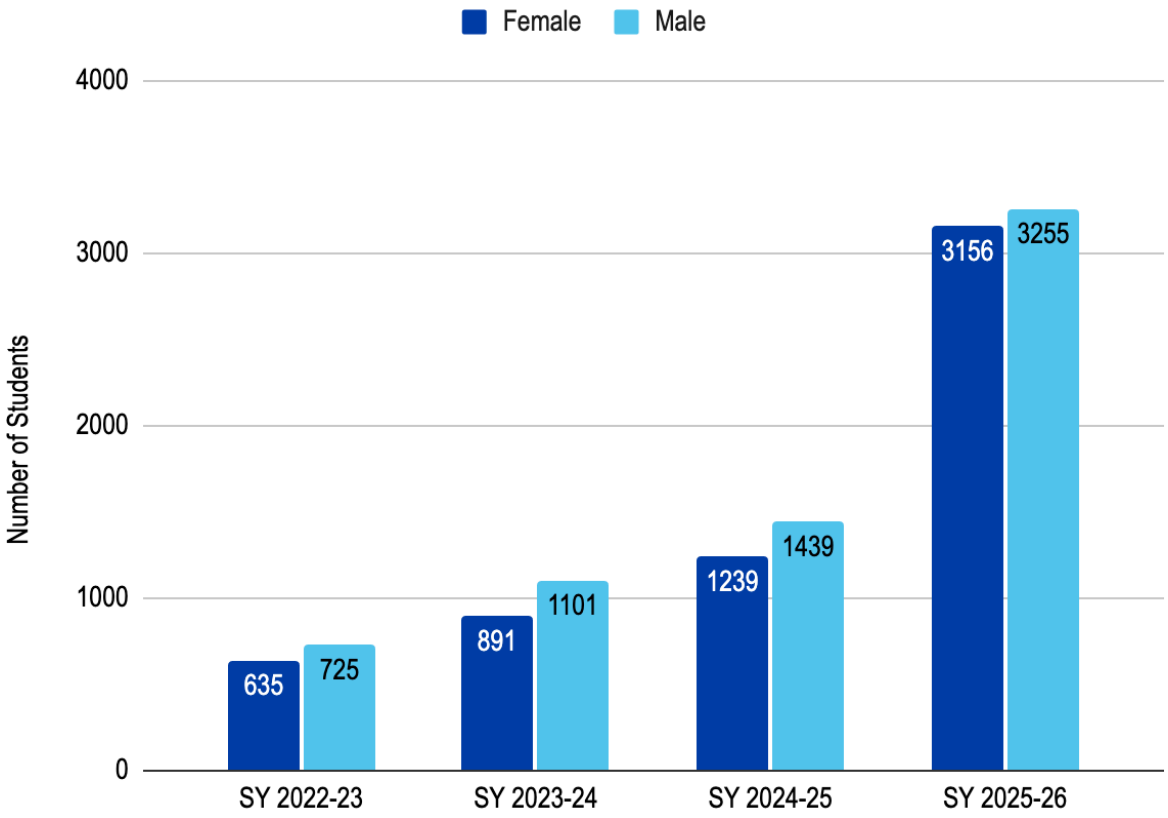
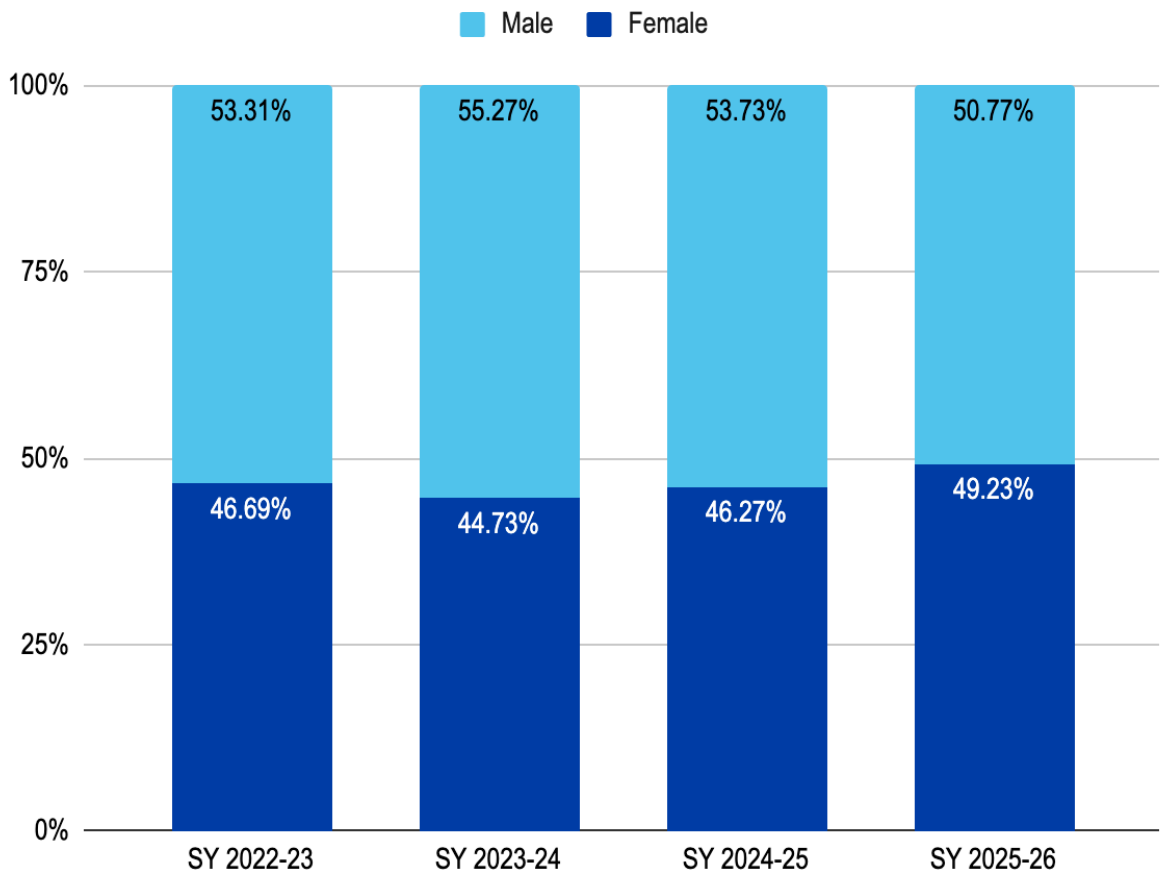


FIGURE 1.6

In the first four program years, participating students were approximately 48% female and 52% male

Percentage of participating students by gender (SY 2022-23 to SY 2025-26)



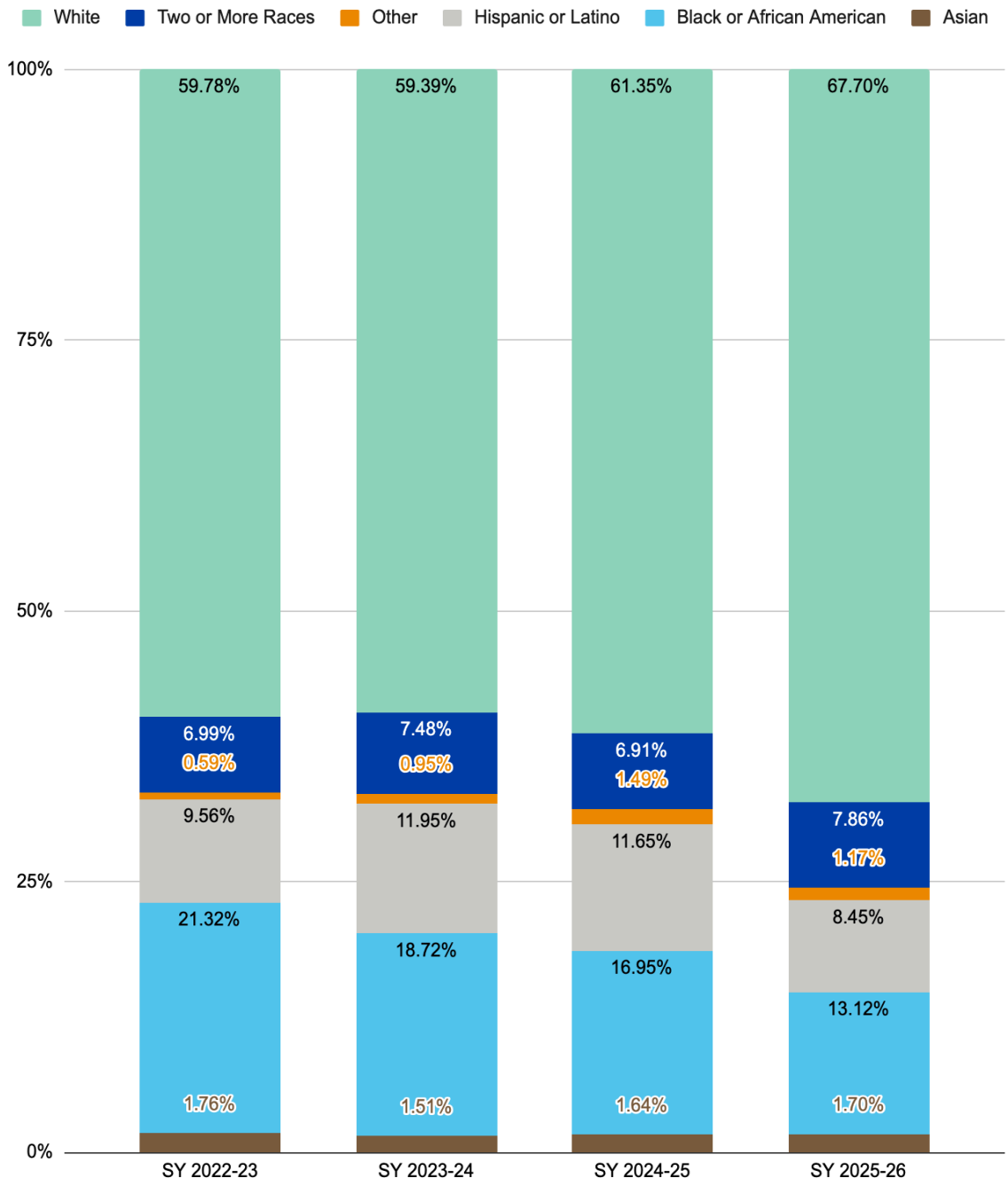
Program Participation: Race/Ethnicity (SY 2022-23 to SY 2025-26)

The racial and ethnic composition of MOScholars participants remained relatively stable from SY 2022-23 to SY 2025-26. White students consistently comprised the majority of participants, followed by students identifying as Black or African American and Hispanic or Latino. Smaller proportions of participants identified as Asian, Two or More Races, or Other. Although total enrollment increased substantially over time, the proportional distribution across racial and ethnic groups changed only modestly, indicating that program growth has largely reflected the demographic patterns established in the program's early years.

FIGURE 1.7

The racial/ethnic composition of the program has remained relatively consistent across the first four program years

Percentage of participating students by race/ethnicity (SY 2022-23 to SY 2025-26)



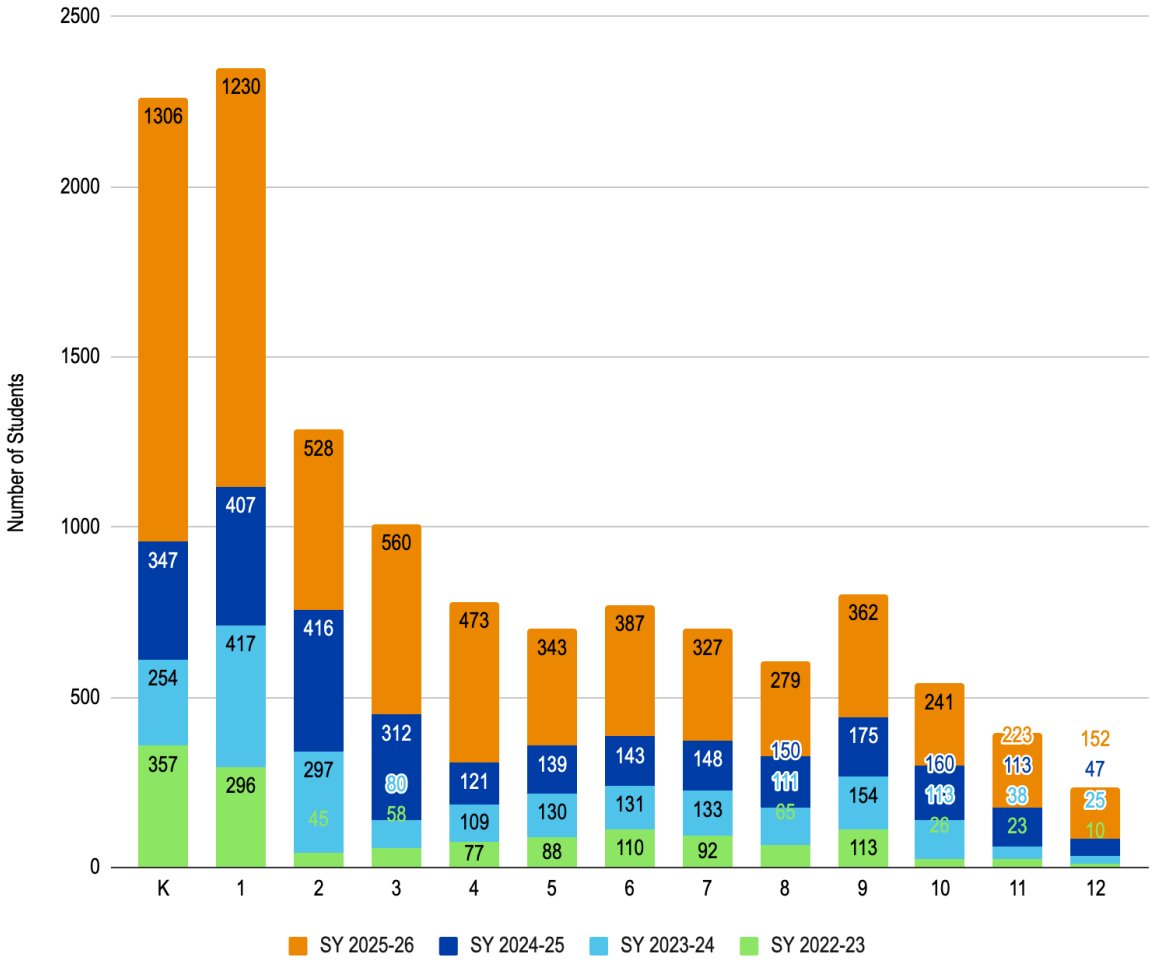
Program Participation: Grade Level (SY 2022-23 to SY 2025-26)

Enrollment increased across all grade levels between SY 2022-23 and SY 2025-26, with the largest concentrations of students in the elementary grades. Participation in kindergarten through second grade grew particularly quickly, reflecting strong uptake of the program among families with younger children. While middle and high school participation also increased over time, growth in the lower grades suggests that many families are engaging with MOScholars early in students' educational trajectories.

FIGURE 1.8

The majority of participating students enter the program in grades K-2

Count of participating students by grade level (SY 2022-23 to SY 2025-26)



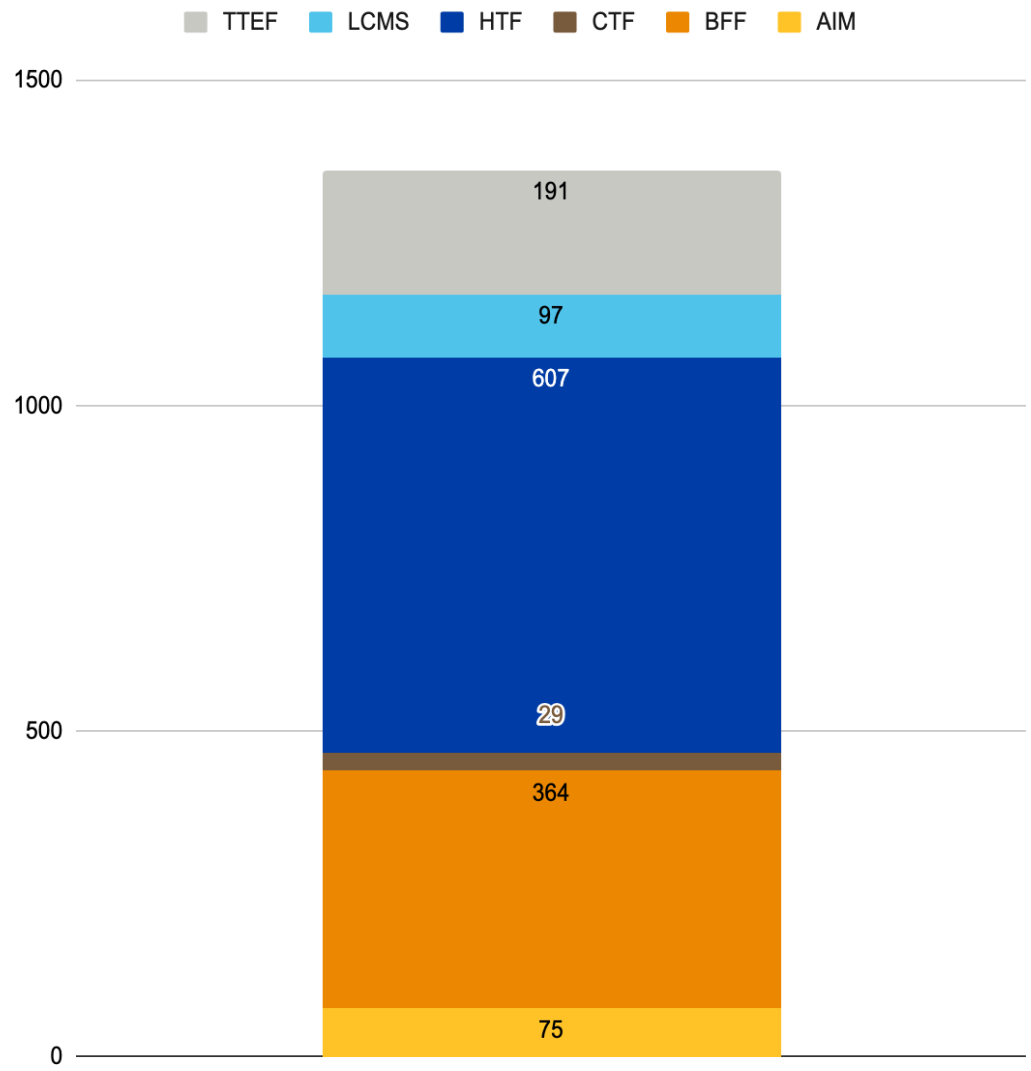
Program Participation (SY 2022-23)

In SY 2022-23, the first year of the program, participation was concentrated among elementary-grade students, with a majority of participants identifying as White and a substantial share of students qualifying based on IEP status. Enrollment by gender was relatively balanced, with a slight majority of male students. These patterns reflect early program uptake among families with younger children and students with identified disabilities.

FIGURE 2.1

1,363 students participated in the first program year

Total number of students served by each EAO (SY 2022-23)



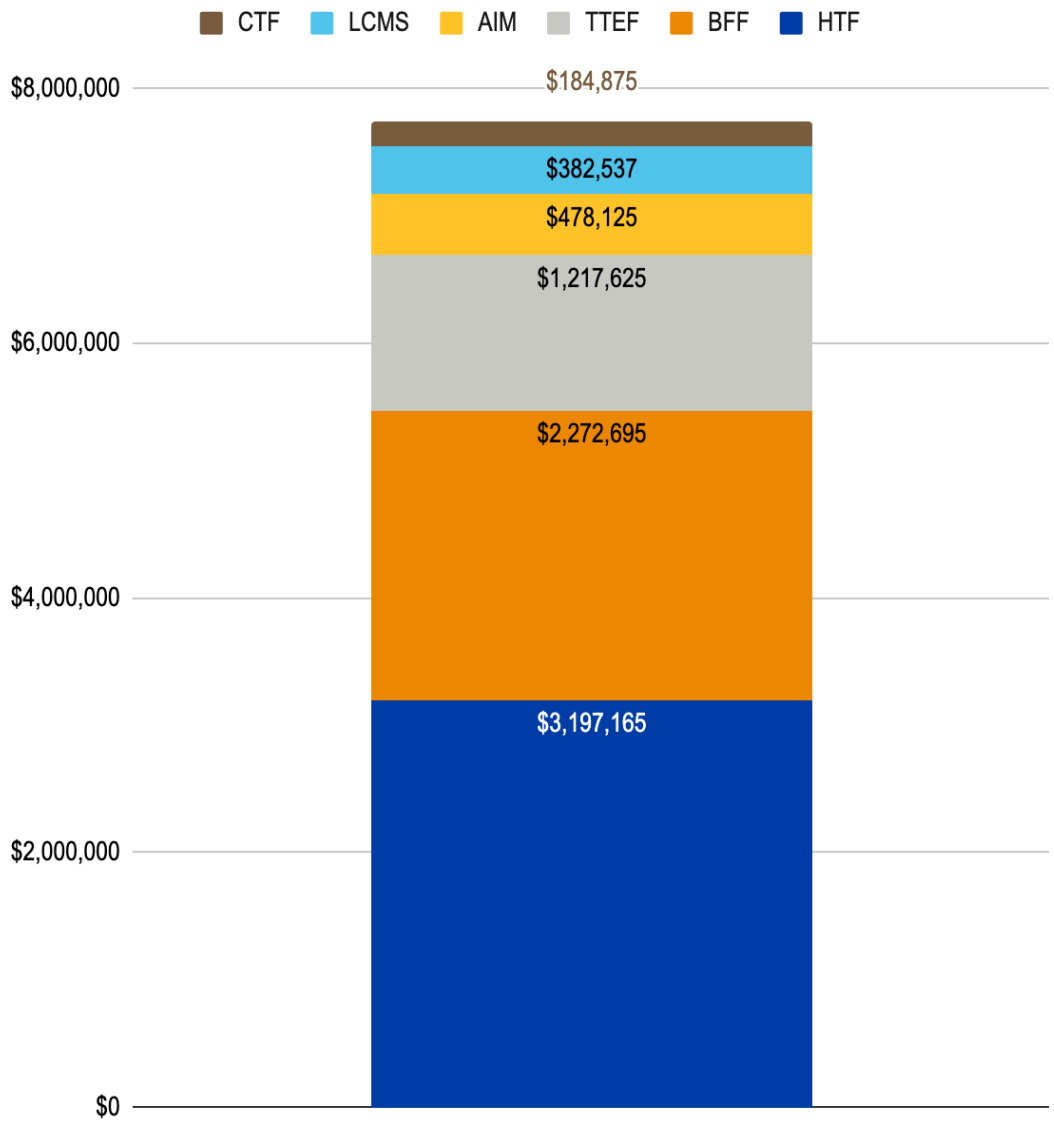
Award Amount (SY 2022-23)

In SY 2022-23, EAOs awarded nearly **$8 million** in MOScholars scholarships to **1,363 students**. Award distribution varied across EAOs, reflecting differences in organizational capacity, geographic reach, and the number of students served in the program's inaugural year.

FIGURE 2.2

In the first program year EAOs distributed $7.7 million in scholarships

Total award amount distributed by each EAO (SY 2022-23)



Program Participation: IEP Status (SY 2022-23)

In the first year of MOScholars implementation, students with verified IEPs represented a substantial portion of participants across most EAOs. However, several EAOs also served meaningful numbers of students without IEPs, indicating early engagement of both disability-eligible and income-eligible student populations.

FIGURE 2.3

Although the third largest by enrollment, TTEF served the greatest number of students with IEPs in SY 2022-23

Count of participating students by IEP status (SY 2022-23)

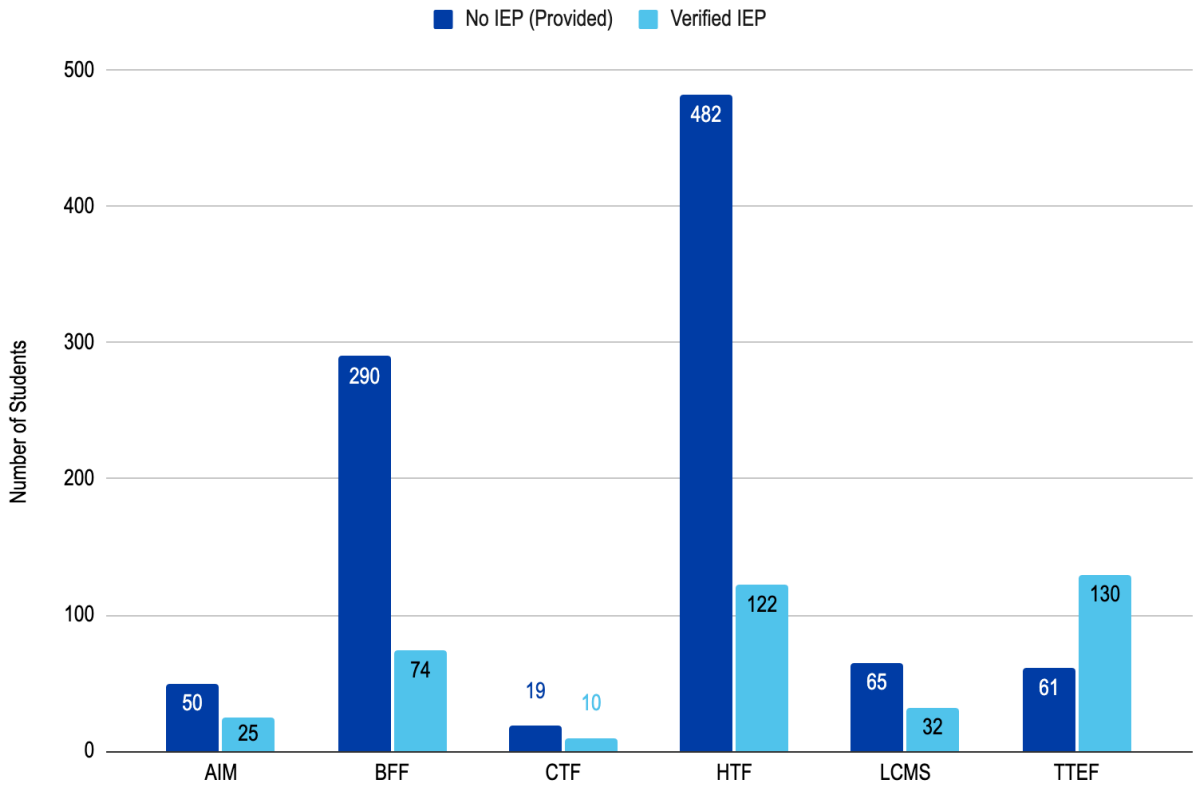
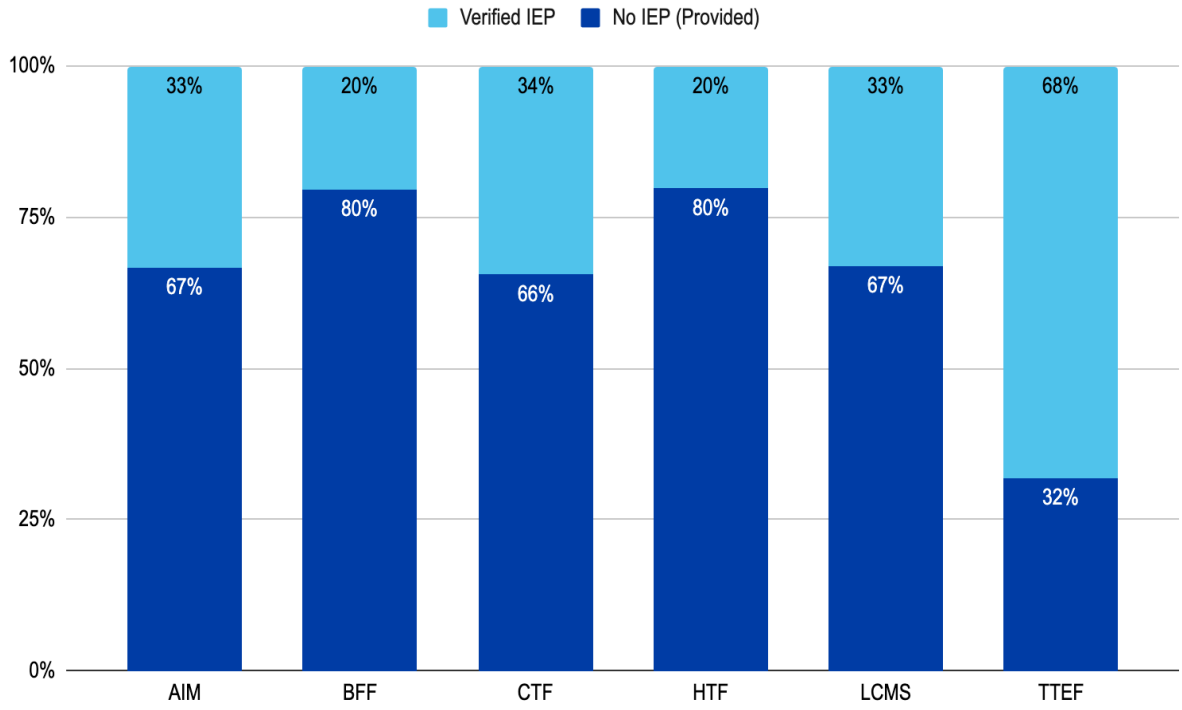


FIGURE 2.4

Proportion of participants with IEPs varied by EAO with TTEF serving the highest proportion of IEP students in the first program year

Percentage of participating students by IEP status (SY 2022-23)



Program Participation: Gender (SY 2022-23)

Gender representation across EAOs in SY 2022-23 was relatively balanced, though some EAOs served slightly higher proportions of male students. These differences likely reflect variation in the populations served by individual EAOs rather than systematic gender disparities in program access.

FIGURE 2.5

Gender representation was relatively balanced across EAOs in the first program year

Count of participating students by gender (SY 2022-23)

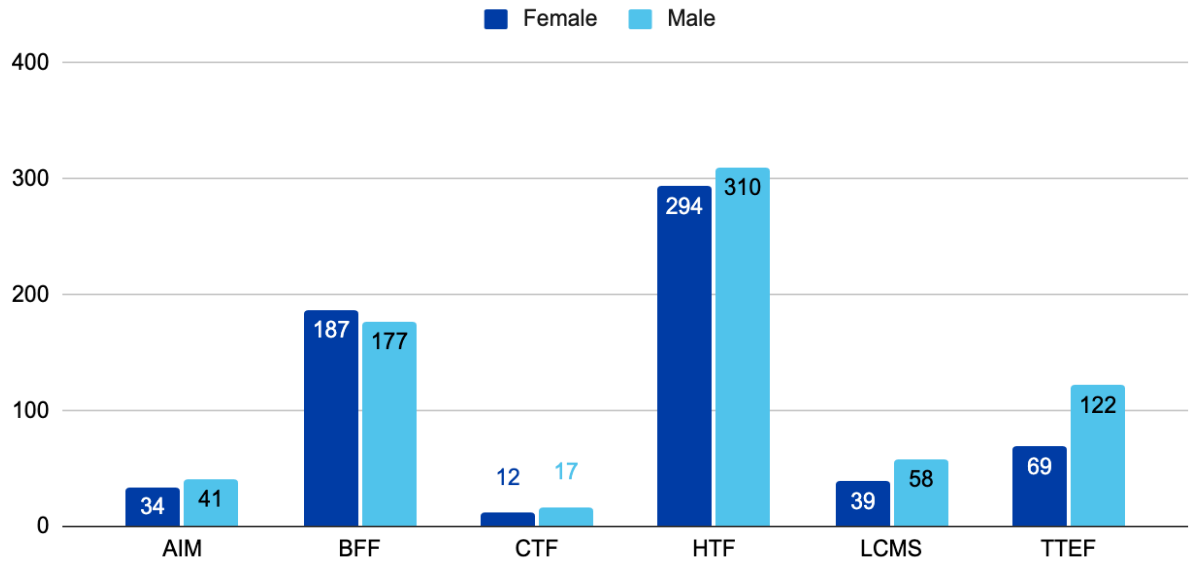
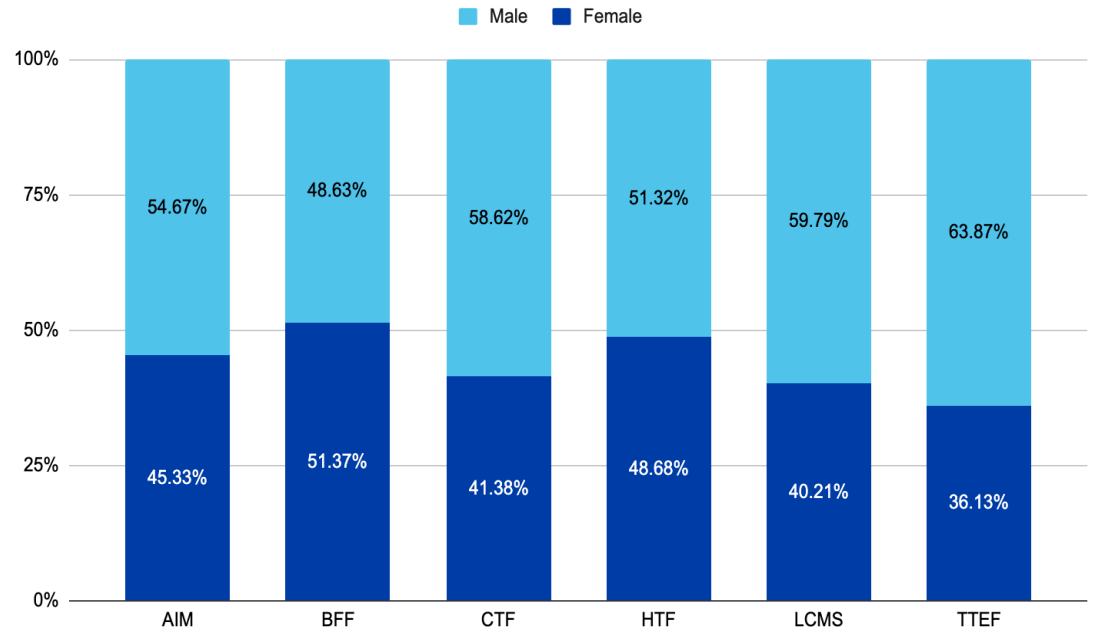


FIGURE 2.6

All EAOs except BFF served a slightly greater proportion of males than females in SY 2022-23

Percentage of participating students by gender (SY 2022-23)



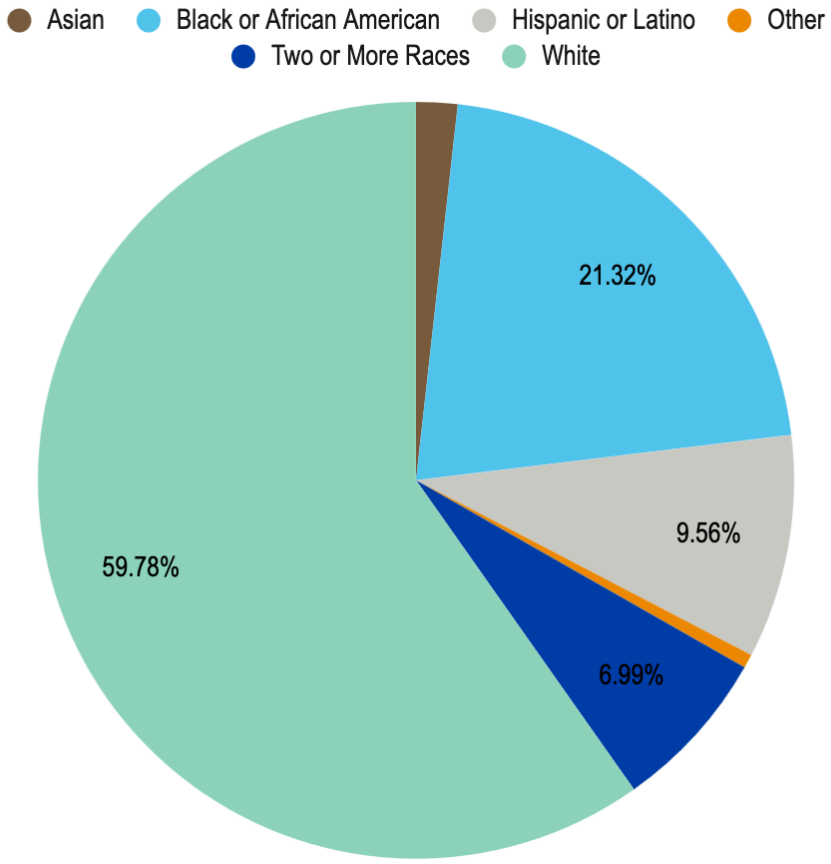
Program Participation: Race/Ethnicity (SY 2022-23)

The racial and ethnic composition of MOScholars participants in SY 2022-23 mirrored broader patterns observed across EAOs, with White students comprising the majority of participants and students of color representing a substantial minority. Variation across EAOs reflects differences in community demographics and organizational outreach.

FIGURE 2.7

The majority of students were White, although there was substantial representation of Black/African American or Hispanic/Latino students in SY 2022-23

Percentage of participating students by race/ethnicity (SY 2022-23)



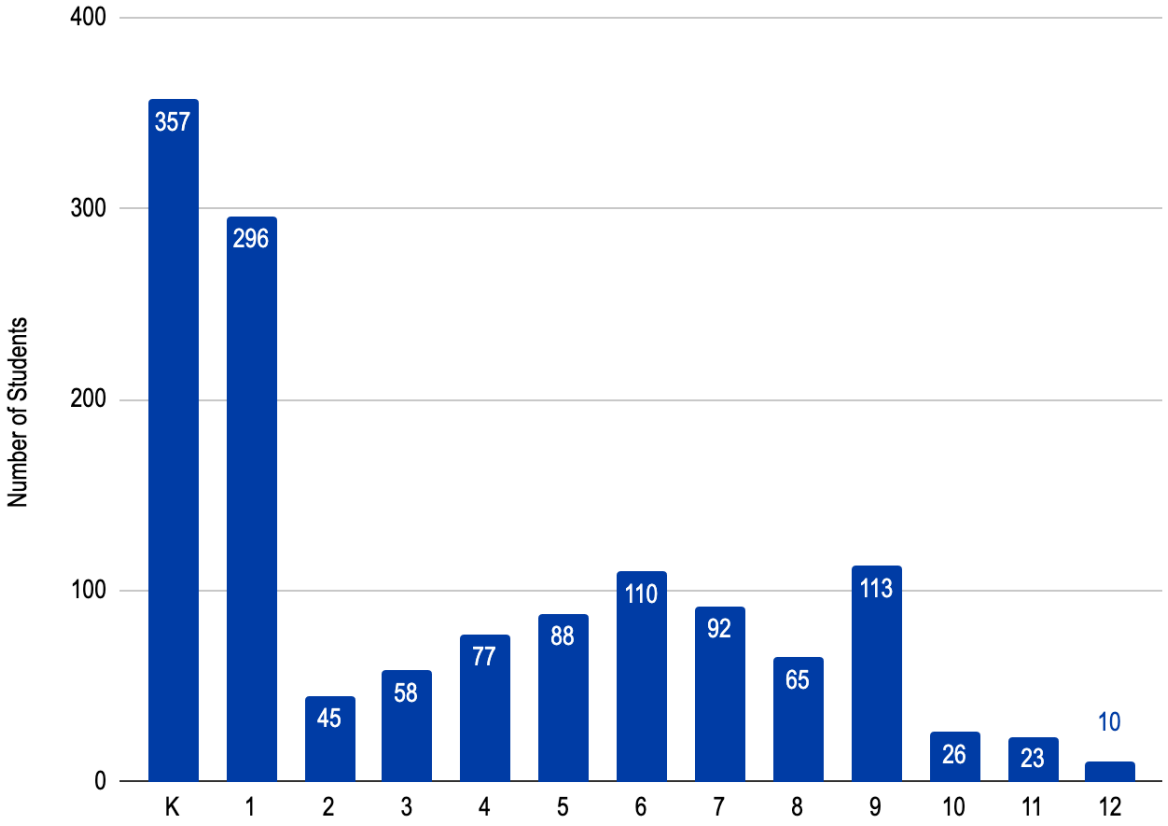
Program Participation: Grade Level (SY 2022-23)

In SY 2022-23, MOScholars participation was highest in the elementary grades, particularly in kindergarten through second grade. Participation declined at higher grade levels, reflecting lower overall enrollment among older students during the program's initial rollout.

FIGURE 2.8

Over half of all participants in the first program year were in grades K-2

Count of participating students by grade level (SY 2022-23)



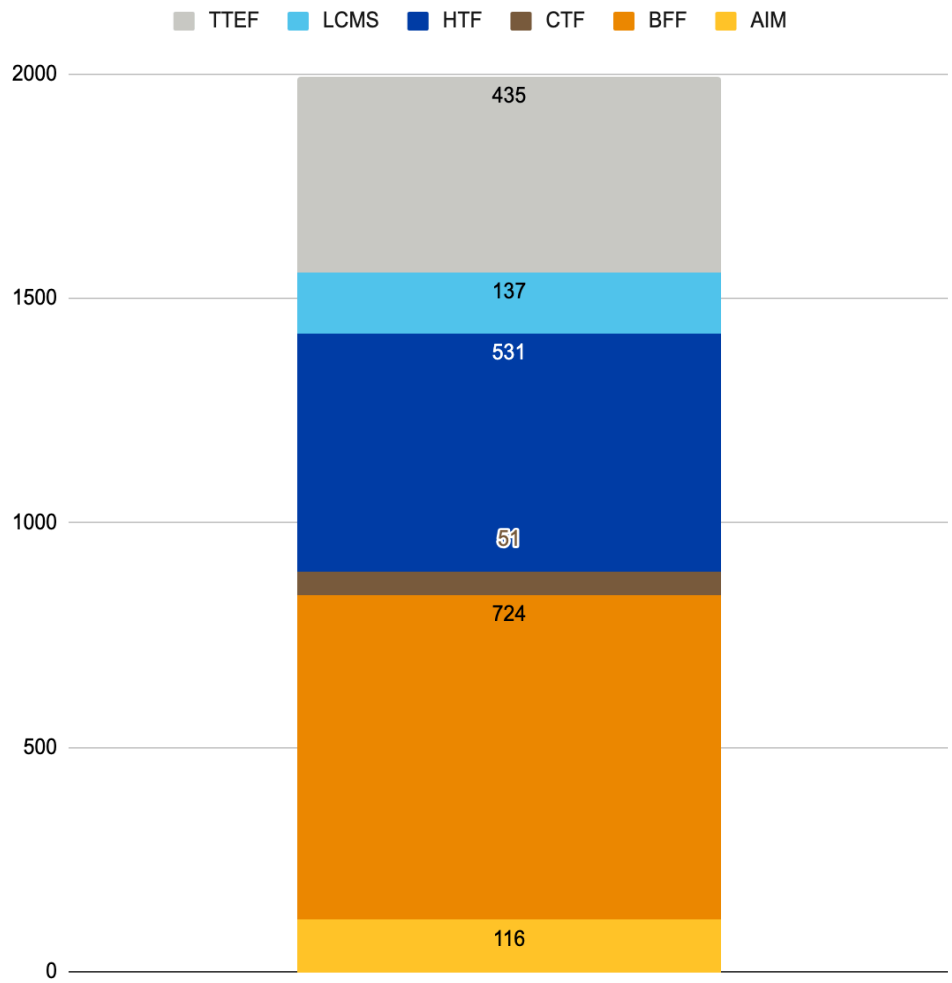
Program Participation (SY 2023-24)

In SY 2023-24, MOScholars participation expanded substantially relative to the program's first year, reflecting continued growth in family awareness and EAO capacity. Enrollment increased across all demographic subgroups, with particularly strong growth among elementary-grade students. As in SY 2022-23, participation remained relatively balanced by gender, and the racial/ethnic composition of participants closely mirrored patterns observed in the program's inaugural year. Students qualifying through both IEP status and income-based eligibility continued to be well represented among participants.

FIGURE 3.1

1,994 students participated in the second program year

Total number of students served by each EAO (SY 2023-24)



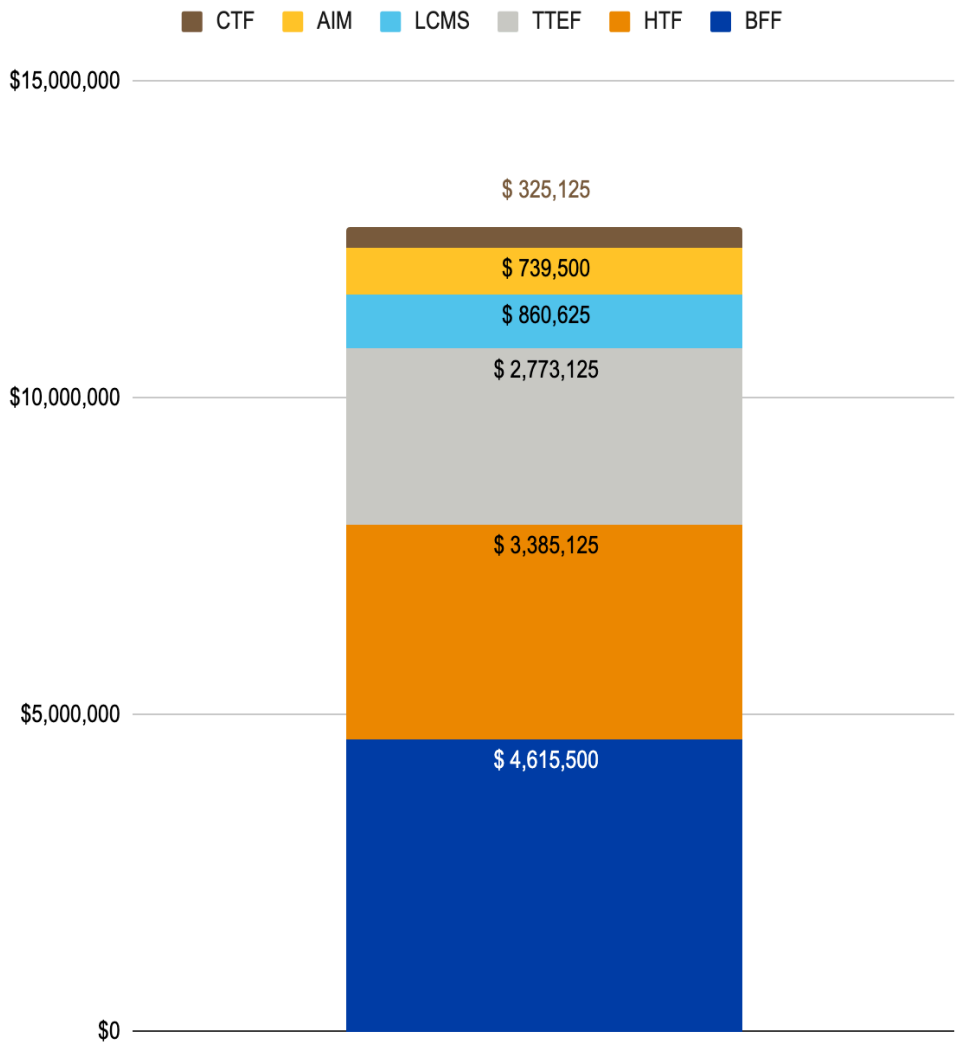
Award Amount (SY 2023-24)

In SY 2023-24, EAOs awarded nearly **$13 million** in MOScholars scholarships to **1,994 students**. Total award volume increased markedly compared to SY 2022-23, reflecting growth in both the number of participating students and the average scale of EAO operations. While award distribution varied across EAOs, all participating organizations increased the total amount of scholarships administered relative to the prior year, indicating broad program expansion across providers.

FIGURE 3.2

Nearly $13 million was awarded across all six EAOs in the second program year

Total award amount distributed by each EAO (SY 2023-24)



Program Participation: IEP Status (SY 2023-24)

In SY 2023-24, students without verified IEPs continued to comprise a growing share of MOScholars participants, although students with IEPs remained a substantial portion of overall enrollment. Patterns varied by EAO, with some organizations serving predominantly students without IEPs and others continuing to concentrate services among students with disabilities. These differences likely reflect variation in organizational missions, outreach strategies, and service models.

FIGURE 3.3

Although third largest by enrollment, TTEF served 46% of all participating students with IEPs in the second program year

Count of participating students by IEP status (SY 2023-24)

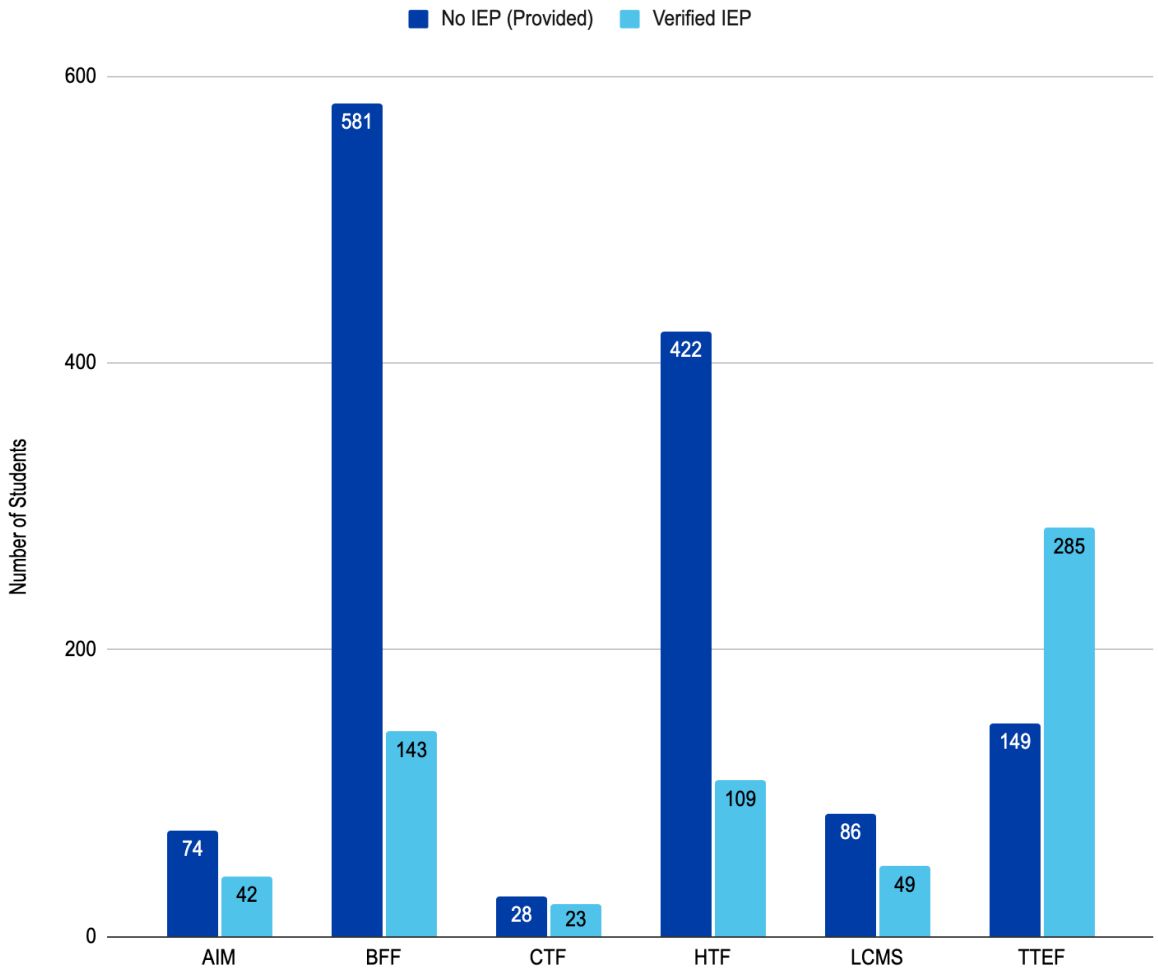
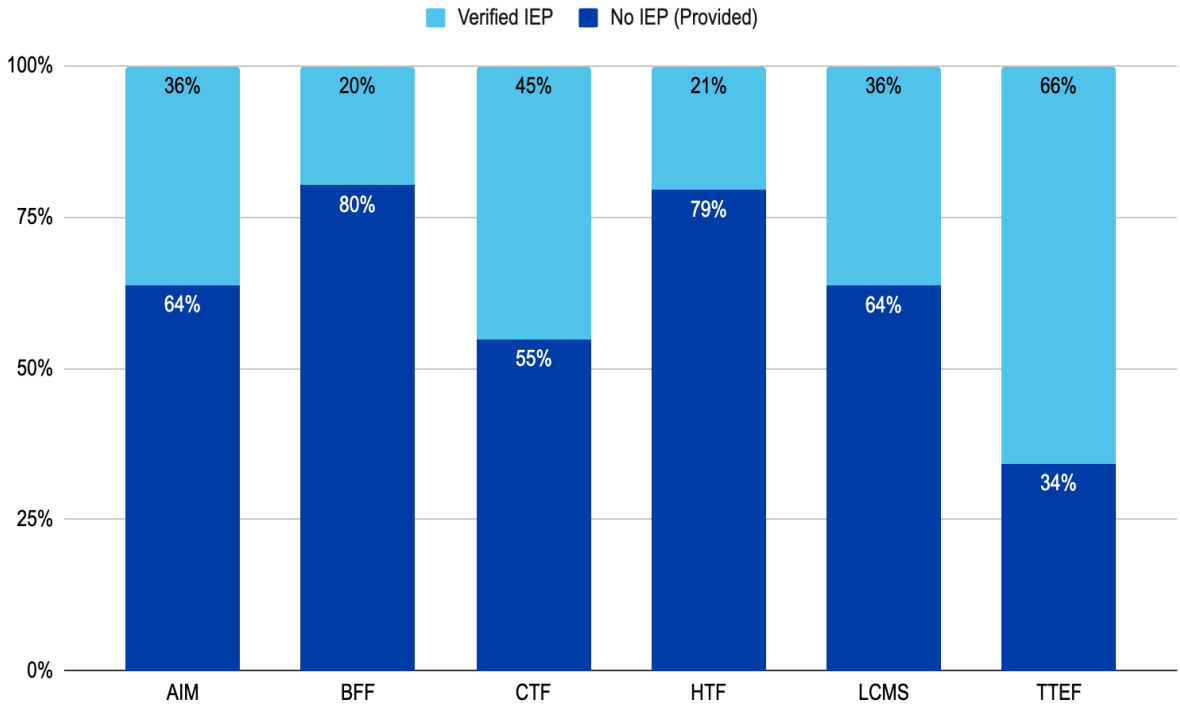


FIGURE 3.4

Proportion of participants with IEPs varied by EAO with TTEF serving the highest proportion of IEP students in the second program year

Percentage of participating students by IEP status (SY 2023-24)



Program Participation: Gender (SY 2023-24)

Gender representation in SY 2023-24 remained relatively balanced across EAOs, with a slight majority of participants identifying as male. Growth in participation occurred for both male and female students, suggesting that the program's expansion did not disproportionately benefit one gender over the other. Differences in gender composition across EAOs appear to reflect local enrollment patterns rather than systematic programmatic differences.

FIGURE 3.5

All EAOs served a greater number males than females in SY 2023-24

Count of participating students by gender (SY 2023-24)

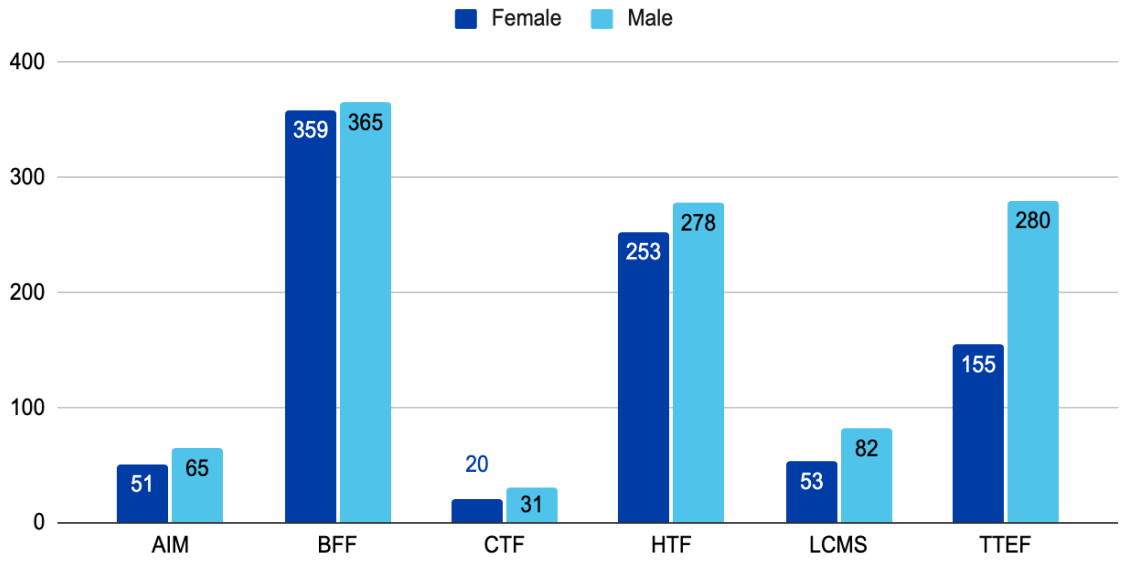
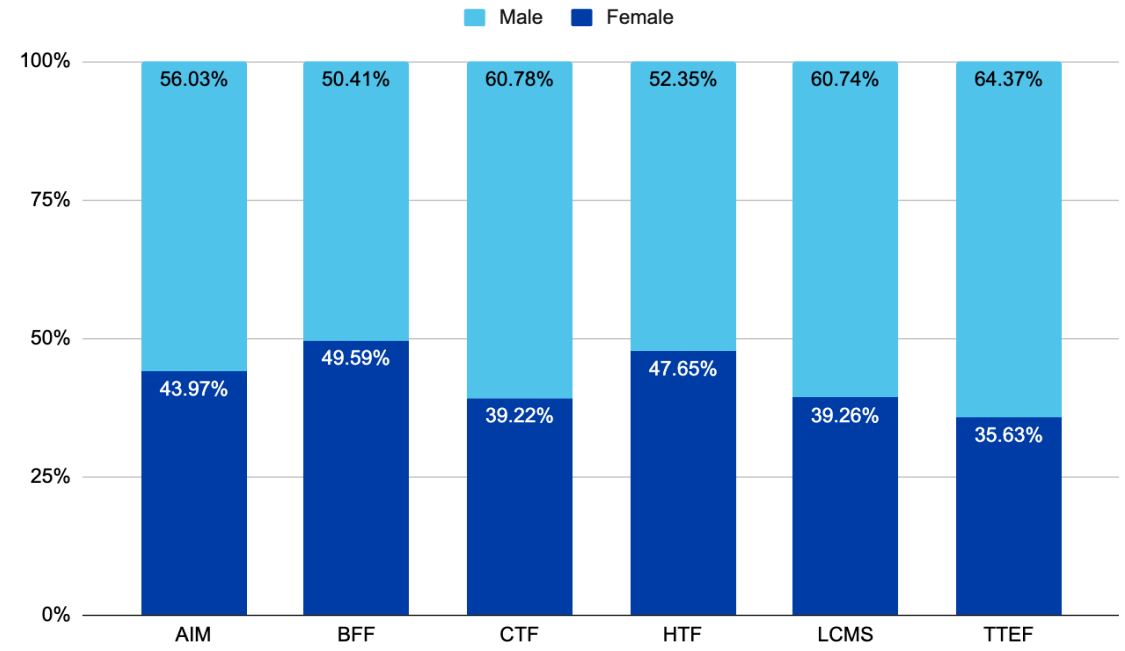


FIGURE 3.6

All EAOs served a slightly greater proportion of males than females in SY 2023-24

Percentage of participating students by gender (SY 2023-24)



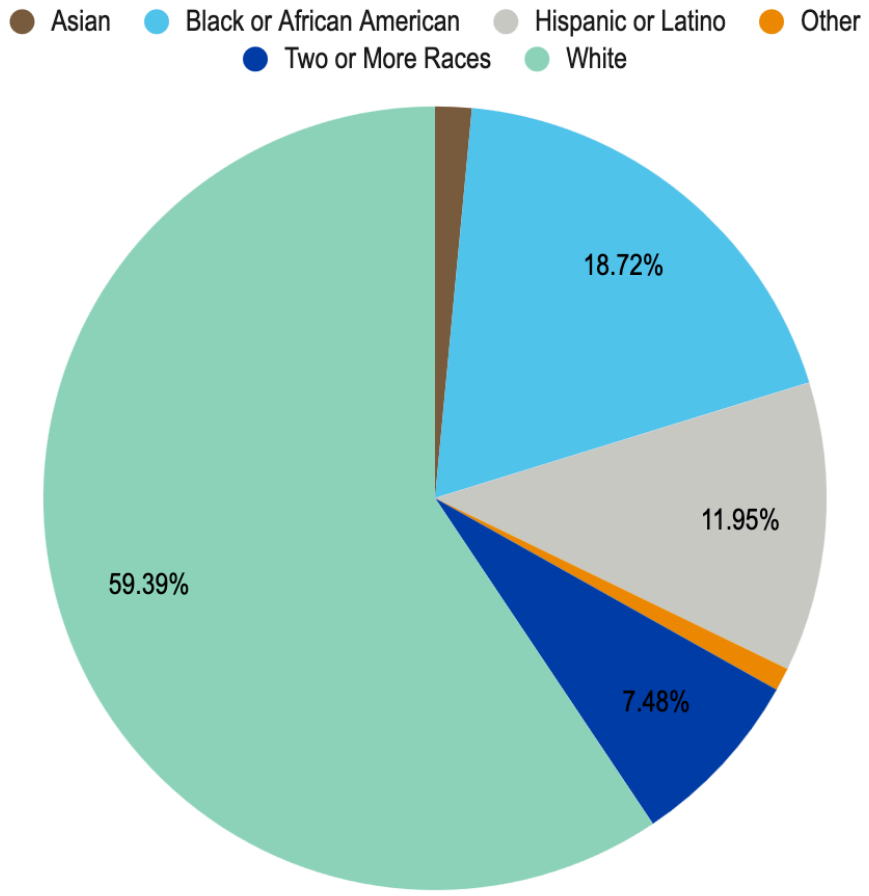
Program Participation: Race/Ethnicity (SY 2023-24)

The racial and ethnic composition of MOScholars participants in 2024 remained broadly consistent with patterns observed in SY 2022-23. White students continued to comprise the majority of participants, followed by students identifying as Black or African American and Hispanic or Latino. Smaller shares of participants identified as Asian, Two or More Races, or Other. While total enrollment increased, proportional representation across racial and ethnic groups shifted only modestly.

FIGURE 3.7

The majority of students were White, although there was substantial representation of Black/African American or Hispanic/Latino students in SY 2023-24

Percentage of participating students by race/ethnicity (SY 2023-24)



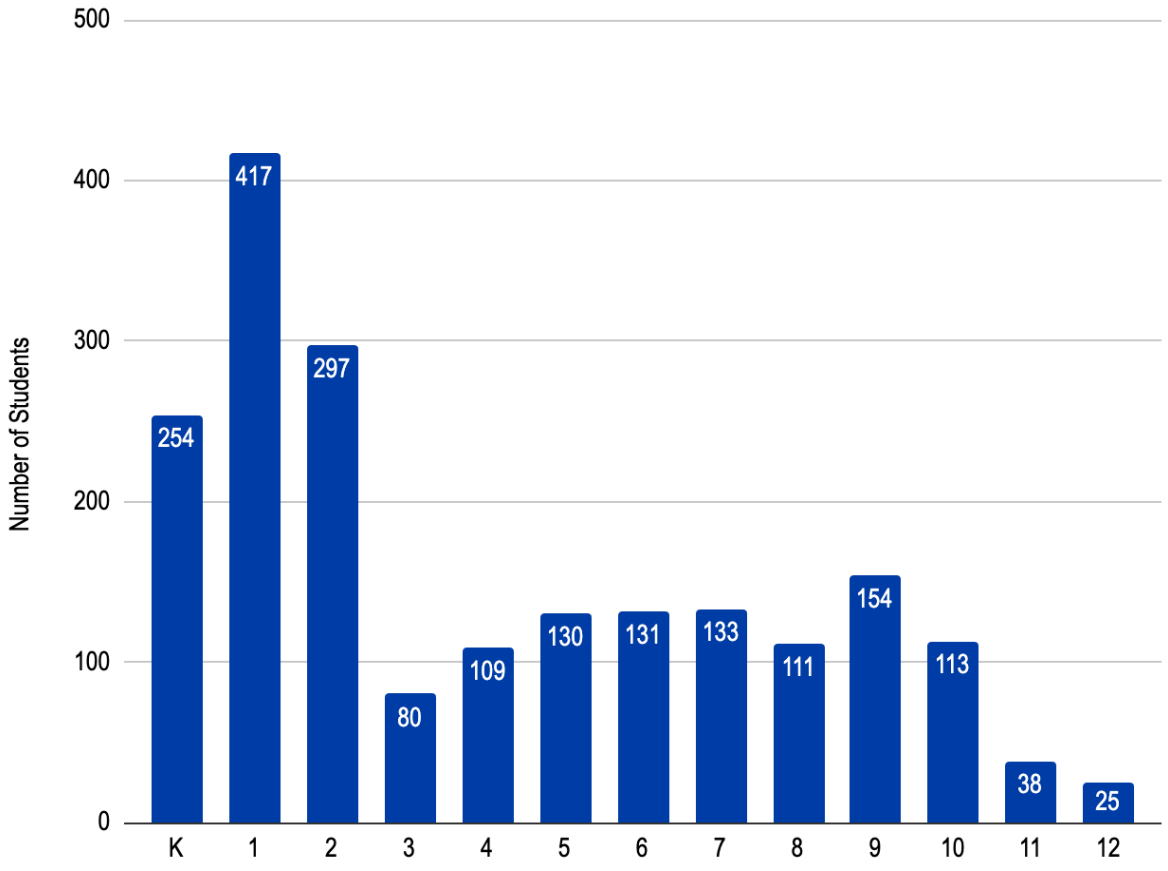
Program Participation: Grade Level (SY 2023-24)

In SY 2023-24, enrollment increased across all grade levels, with the largest concentrations of students in the early elementary grades. Participation remained highest in kindergarten through second grade, while middle and high school enrollment, though smaller in absolute terms, increased relative to SY 2022-23. These patterns indicate continued early entry into the program, alongside gradual growth in participation among older students.

FIGURE 3.8

Nearly half of all participants in the second program year were in grades K-2

Count of participating students by grade level (SY 2023-24)



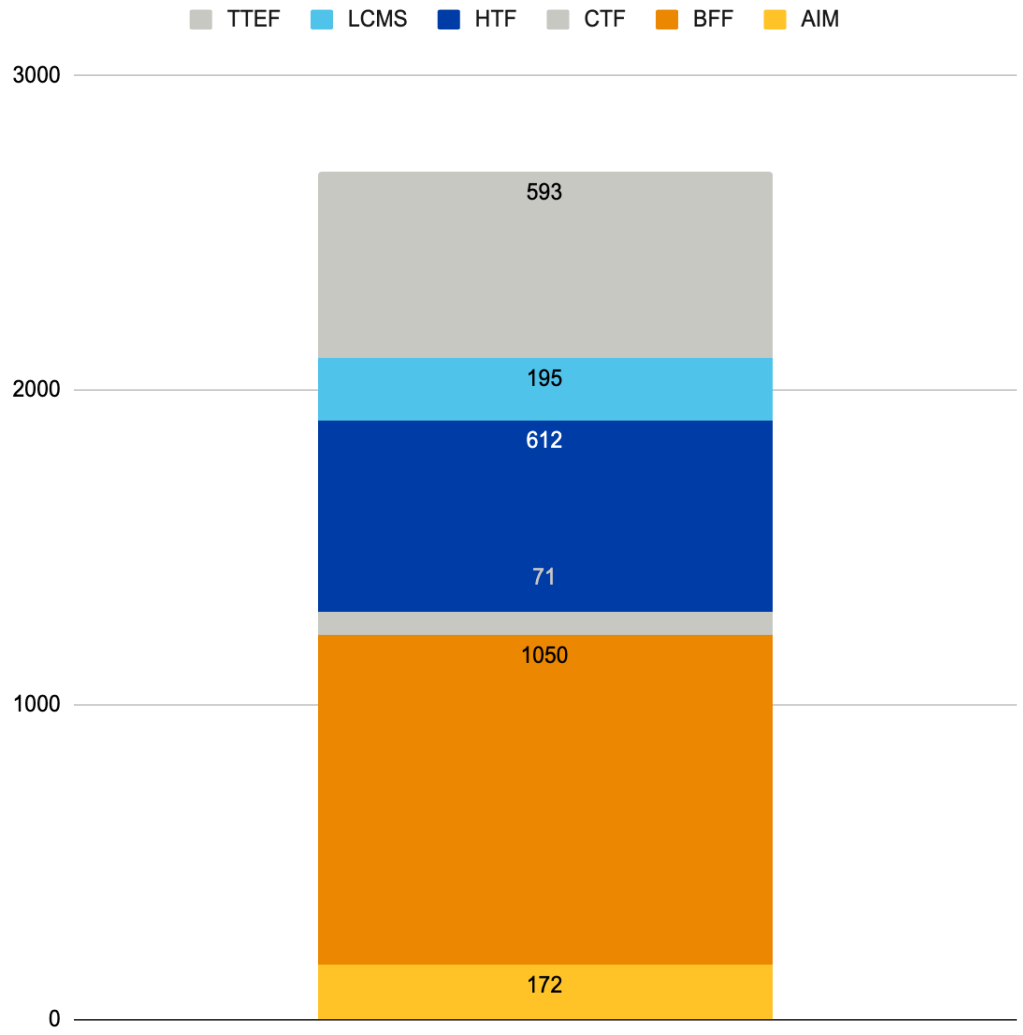
Program Participation (SY 2024-25)

In SY 2024-25, MOScholars participation continued its upward trajectory, with substantial year-over-year growth in total enrollment. Expansion was evident across all demographic subgroups and grade levels, reflecting ongoing scaling of the program and increasing uptake among eligible families. The overall demographic profile of participants remained relatively stable compared to prior years, suggesting that program growth largely mirrored existing participation patterns rather than altering the composition of the served population.

FIGURE 4.1

2,693 students participated in the third program year

Total number of students served by each EAO (SY 2024-25)



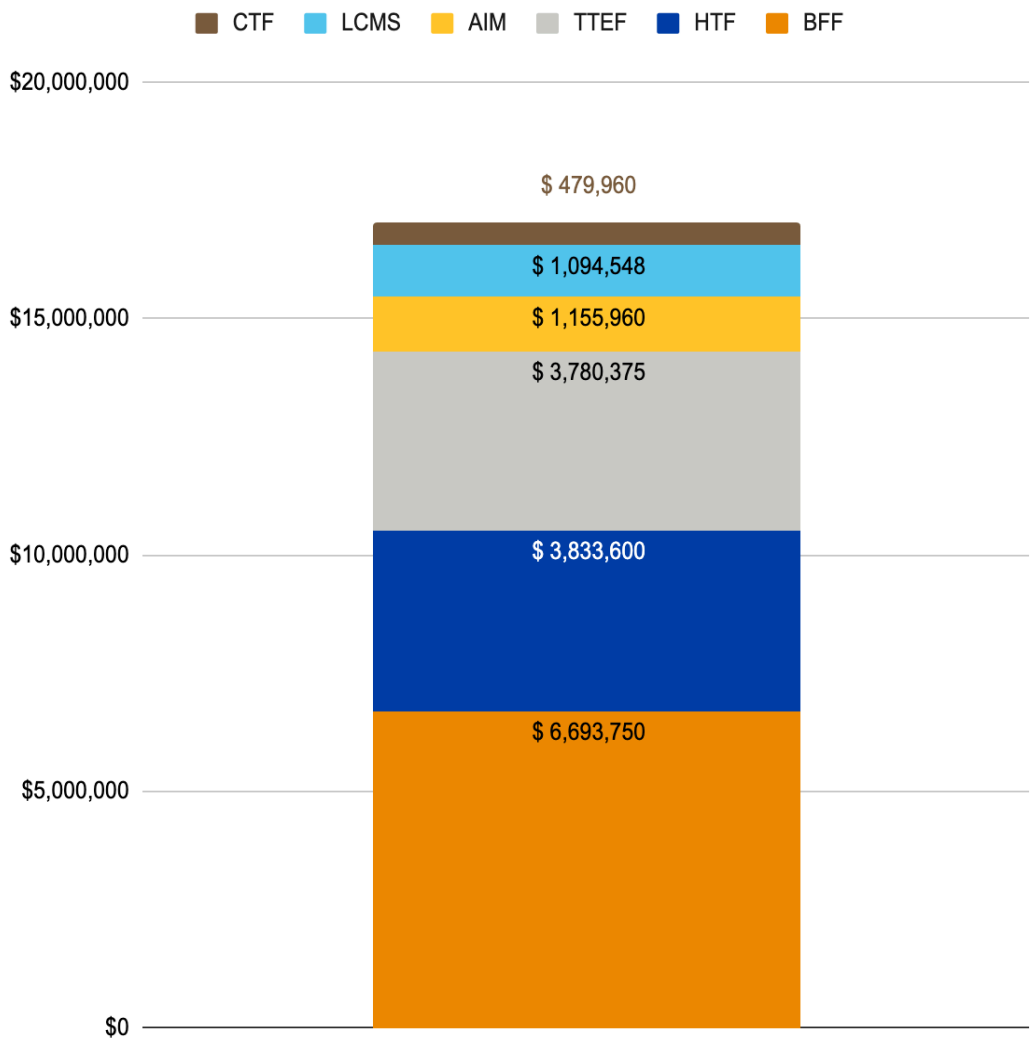
Award Amount (SY 2024-25)

In SY 2024-25, total MOScholars award amounts increased again relative to SY 2023-24, totaling over **$17 million** to **2,693 students**. This reflects continued growth in student participation and scholarship utilization. EAOs collectively administered substantially more funding than in previous years, with the largest organizations accounting for a majority of total awards. This trend indicates increasing institutional capacity among EAOs to manage larger volumes of scholarship funds.

FIGURE 5.2

Over $17 million was awarded across all six EAOs in the third program year

Total award amount distributed by each EAO (SY 2024-25)



Program Participation: IEP Status (SY 2024-25)

By SY 2024-25, the proportion of students without verified IEPs continued to grow relative to earlier years, while students with IEPs remained a central population served by the program. This pattern suggests that MOScholars is increasingly serving a broader group of low-income students in addition to students with disabilities. Variation across EAOs persisted, reflecting organizational specialization and differences in target populations.

FIGURE 4.3

Although third largest by enrollment, TTEF served 46% of all participating students with IEPs in the third participation year

Count of participating students by IEP status (SY 2024-25)

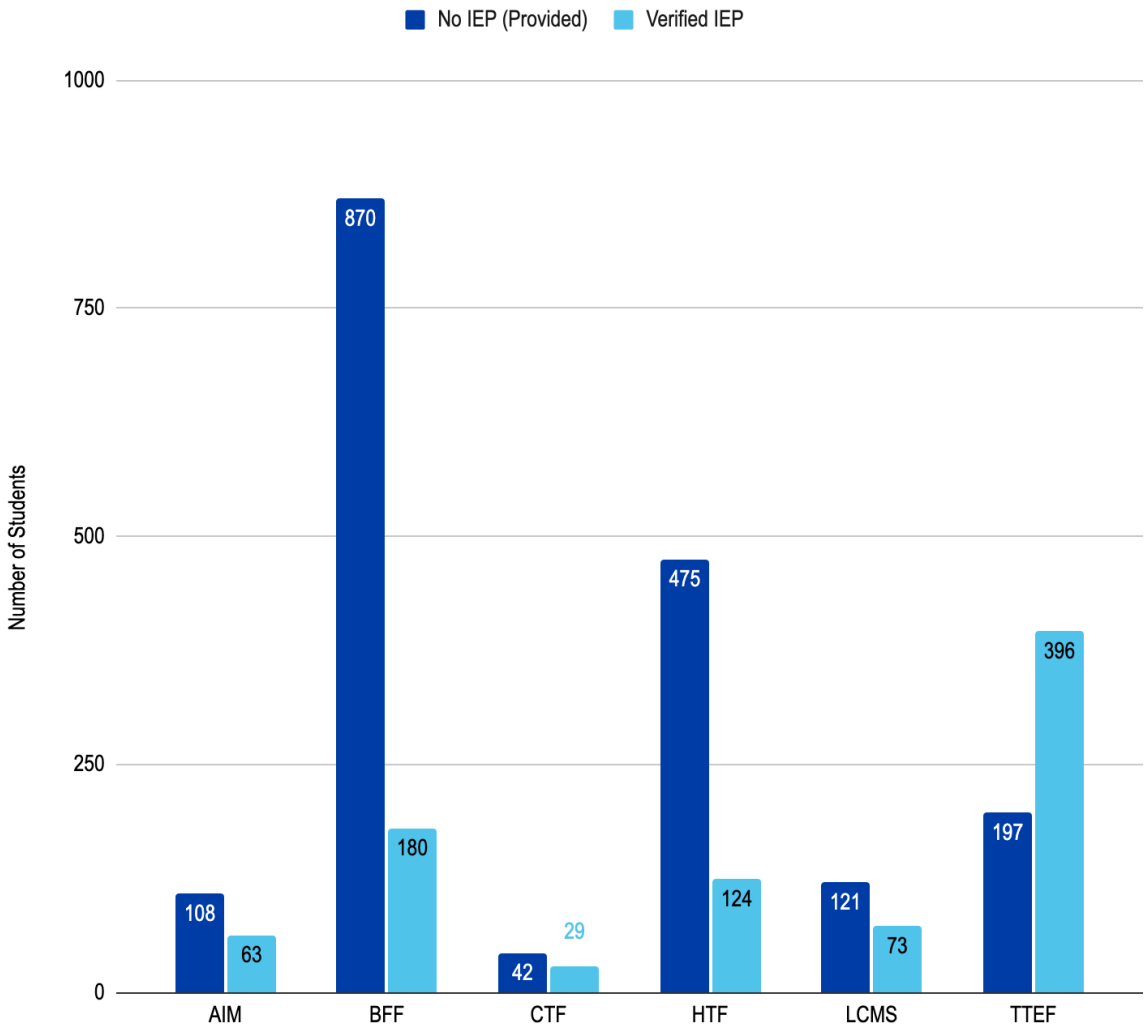
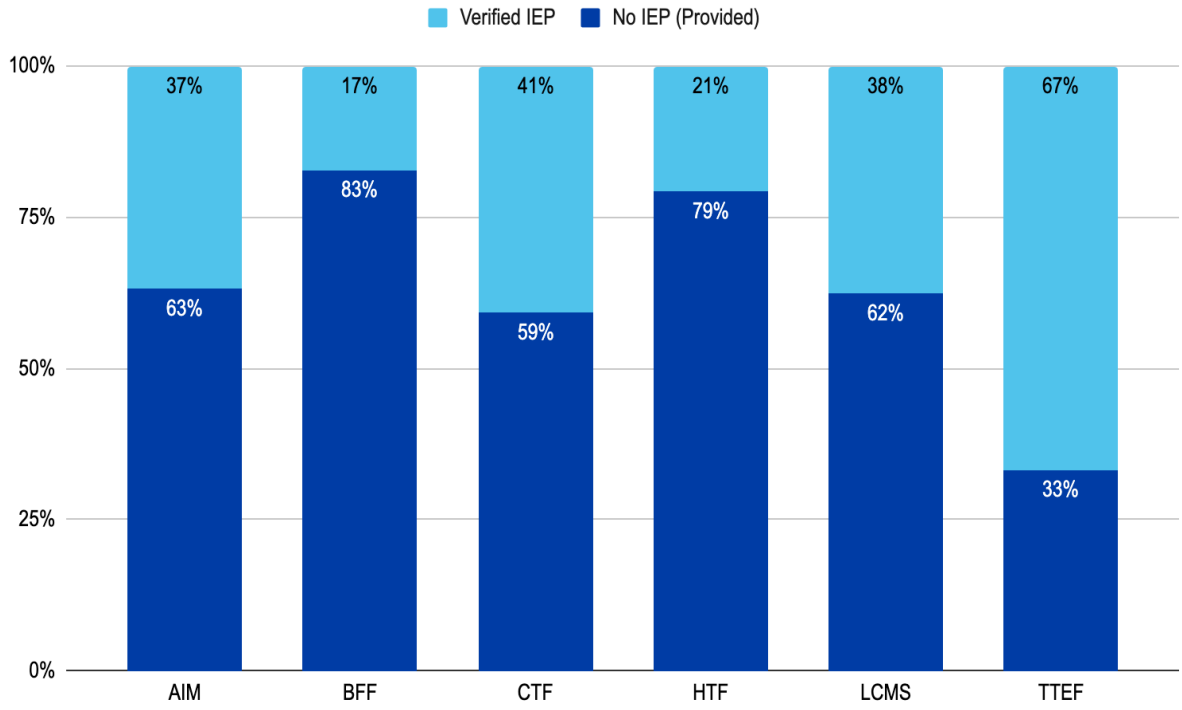


FIGURE 4.4

Proportion of participants with IEPs varied by EAO with TTEF serving the highest proportion of IEP students

Percentage of participating students by IEP status (SY 2024-25)



Program Participation: Gender (SY 2024-25)

Gender composition among MOScholars participants in SY 2024-25 remained stable, with male students comprising a slight majority of enrollment. Growth in participation was observed for both male and female students, and no large gender disparities emerged at the program level. Differences across EAOs remained modest and consistent with patterns observed in prior years.

FIGURE 4.5

All EAOs except BFF served more males than females in the third program year

Count of participating students by gender (SY 2024-25)

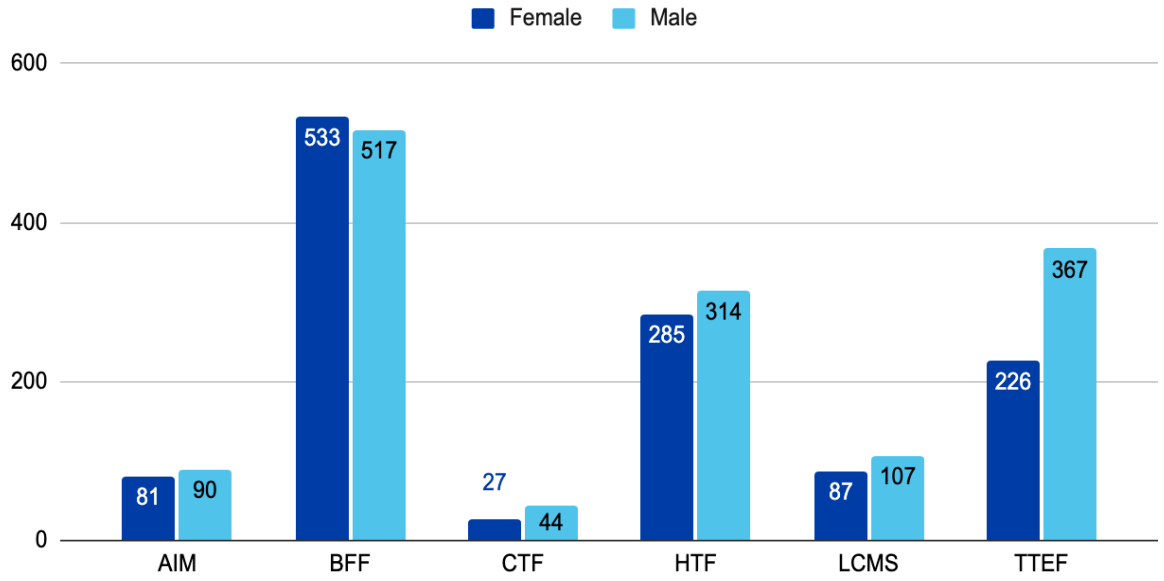
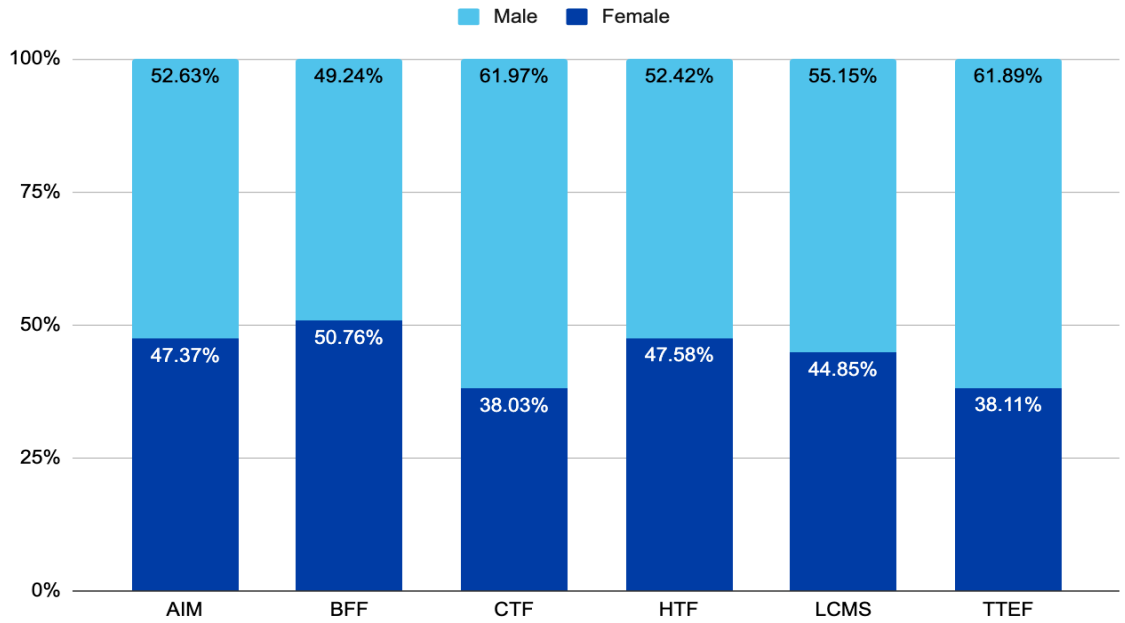


FIGURE 4.6

Nearly all EAOs served a slightly greater proportion of males than females in SY 2024-25

Percentage of participating students by gender (SY 2024-25)



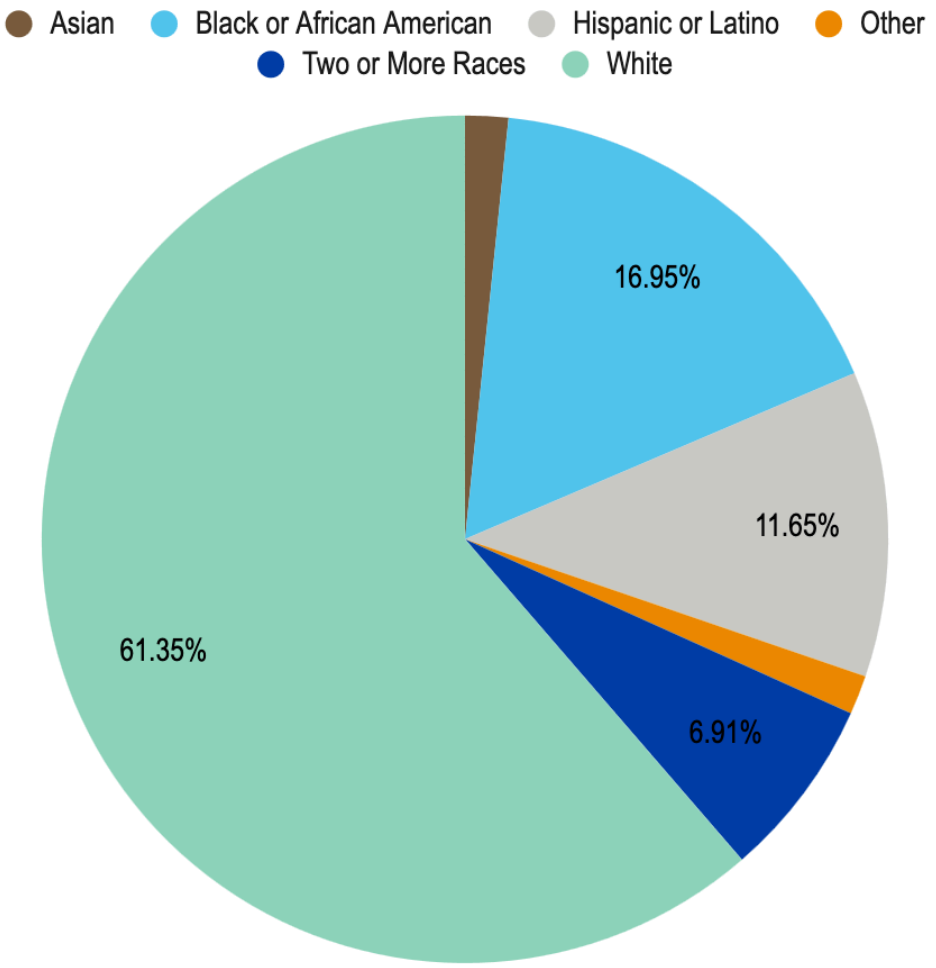
Program Participation: Race/Ethnicity (SY 2024-25)

Enrollment growth in SY 2024-25 was concentrated in the elementary grades, although participation continued to increase across middle and high school levels as well. Kindergarten and early elementary grades remained the most common entry points into the program. These patterns suggest that many families are engaging with MOScholars at early stages of students' educational pathways, with continued though slower uptake among older students.

FIGURE 4.7

The majority of students were White, although there was substantial representation of Black/African American or Hispanic/Latino students in SY 2024-25

Percentage of participating students by race/ethnicity (SY 2024-25)



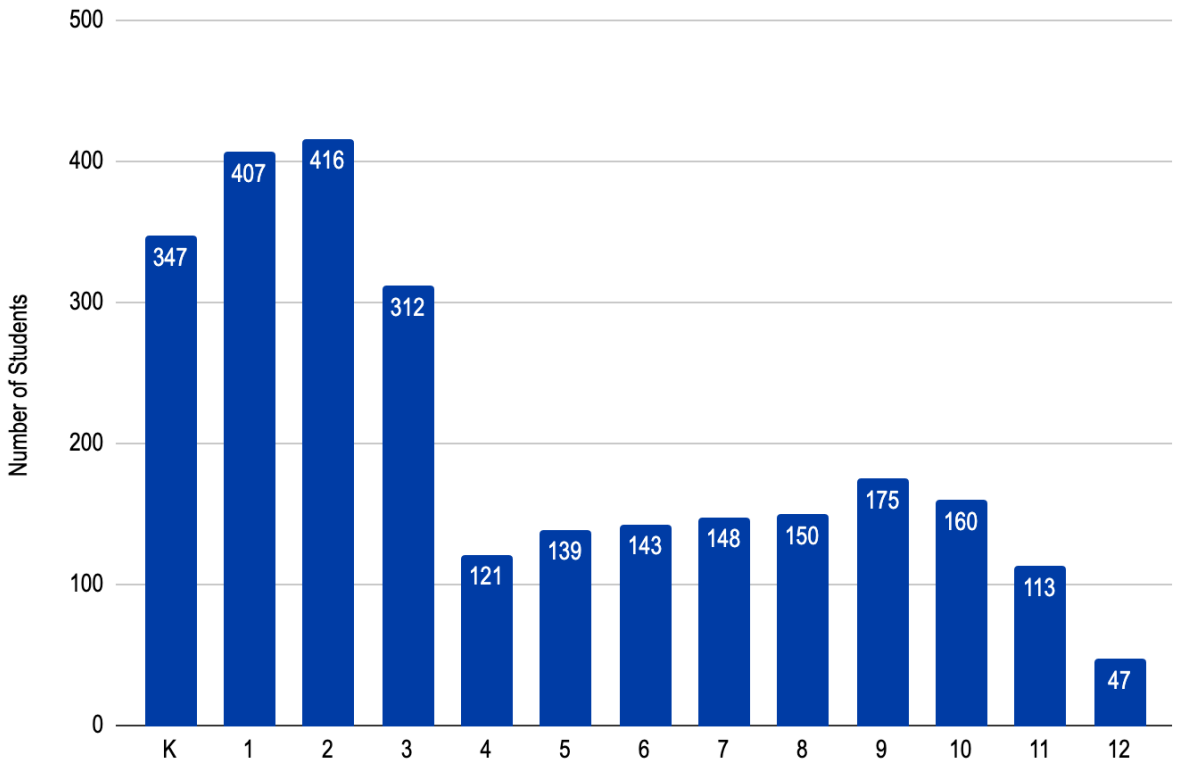
Program Participation: Grade Level (SY 2024-25)

The racial and ethnic distribution of MOScholars participants in SY 2024-25 closely resembled that of prior years. White students continued to represent the largest share of participants, with students of color comprising a substantial minority of enrollment. Although total participation increased, the proportional representation of racial and ethnic groups remained relatively stable, indicating that program growth did not substantially change the demographic composition of the participant population.

FIGURE 4.8

55% of all participants in the third program year were in grades K-3

Count of participating students by grade level (SY 2024-25)



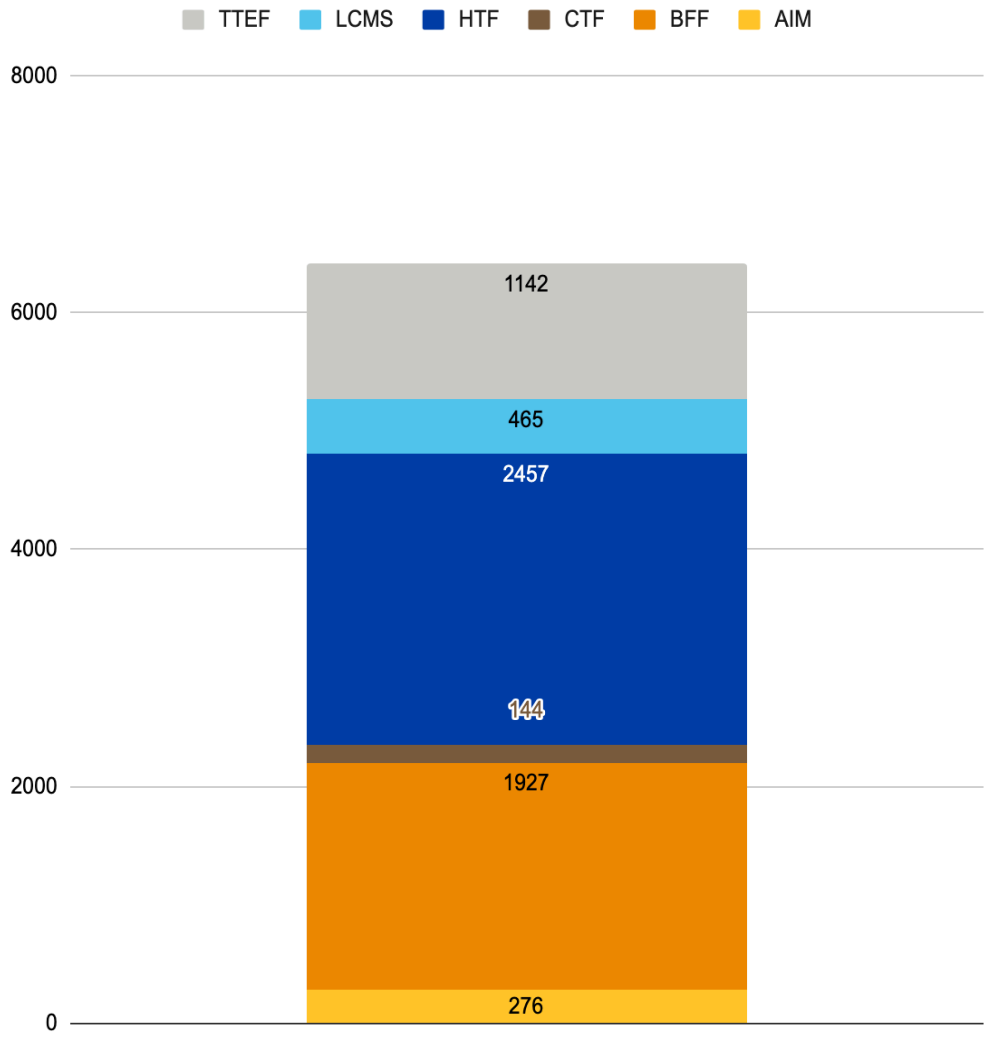
Program Participation (SY 2025-26)

By SY 2025-26, MOScholars reached its highest level of participation to date, reflecting rapid program expansion and increased utilization by eligible families statewide. Enrollment growth continued across all demographic groups and grade levels, with particularly pronounced increases in the elementary grades. The demographic composition of participants remained broadly consistent with earlier years, suggesting continuity in the populations served even as total participation expanded.

FIGURE 5.1

2,693 students participated in the fourth program year

Total number of students served by each EAO (SY 2025-26)



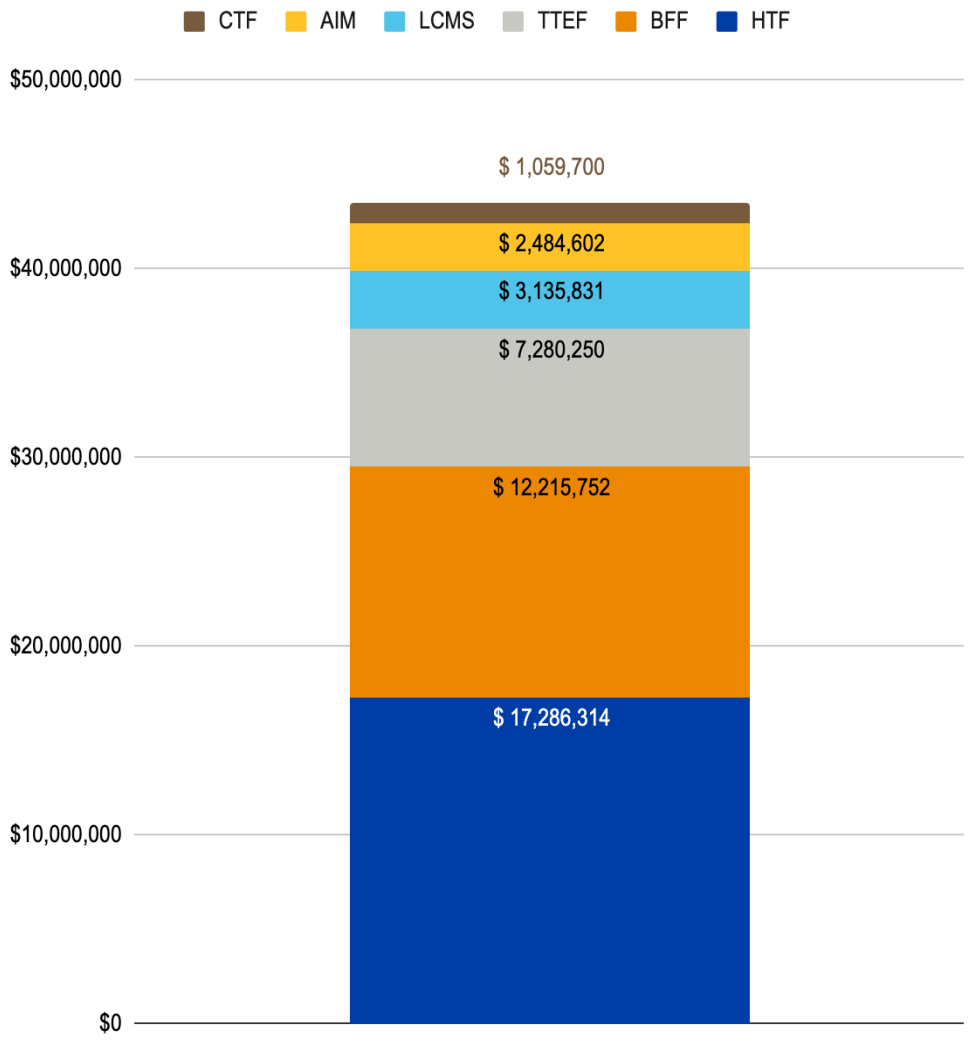
Award Amount (SY 2025-26)

In SY 2025-26, total MOScholars awards reached their highest level of the four-year period, accounting for a substantial share of the program's cumulative $80.9 million in scholarships awarded since SY 2022-23. EAOs distributed nearly **$44 million** to **6,411 students**. The sharp increase in total award volume between SY 2024-25 and SY 2025-26 reflects both rising participation and expanded capacity among EAOs to administer scholarship funds at scale.

FIGURE 5.2

Nearly $44 million was awarded across all six EAOs in the fourth program year

Total award amount distributed by each EAO (SY 2025-26)



Program Participation: IEP Status (SY 2025-26)

In SY 2025-26, students without verified IEPs constituted the majority of MOScholars participants, continuing a trend observed in prior years. Nevertheless, students with IEPs remained a significant portion of enrollment, underscoring the program's continued role in serving students with disabilities. The shifting balance between these groups highlights the program's evolving reach across eligibility categories.

FIGURE 5.3

Although third largest by enrollment, TTEF served 37% of all participating students with IEPs in the fourth participation year

Count of participating students by IEP status (SY 2025-26)

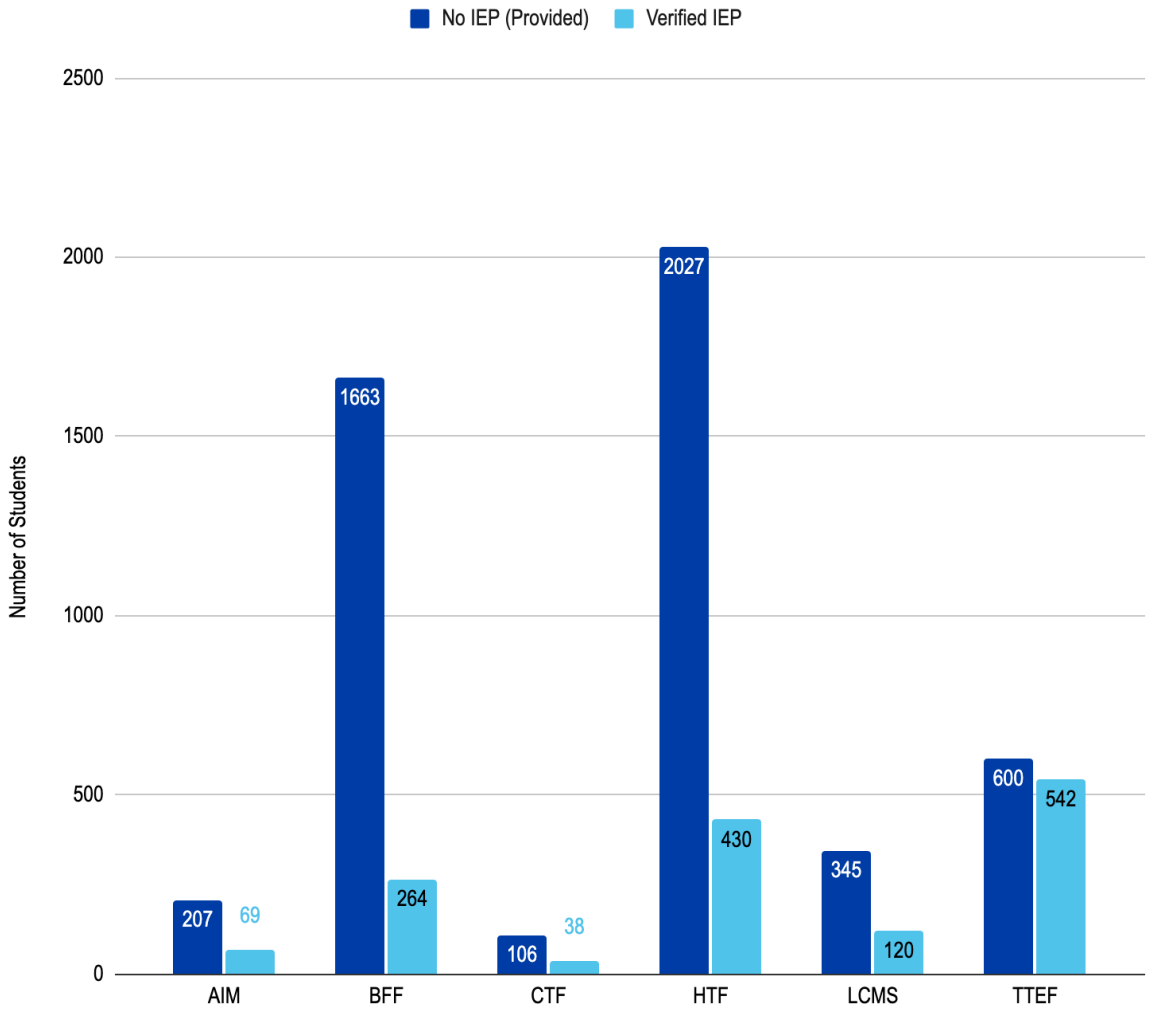
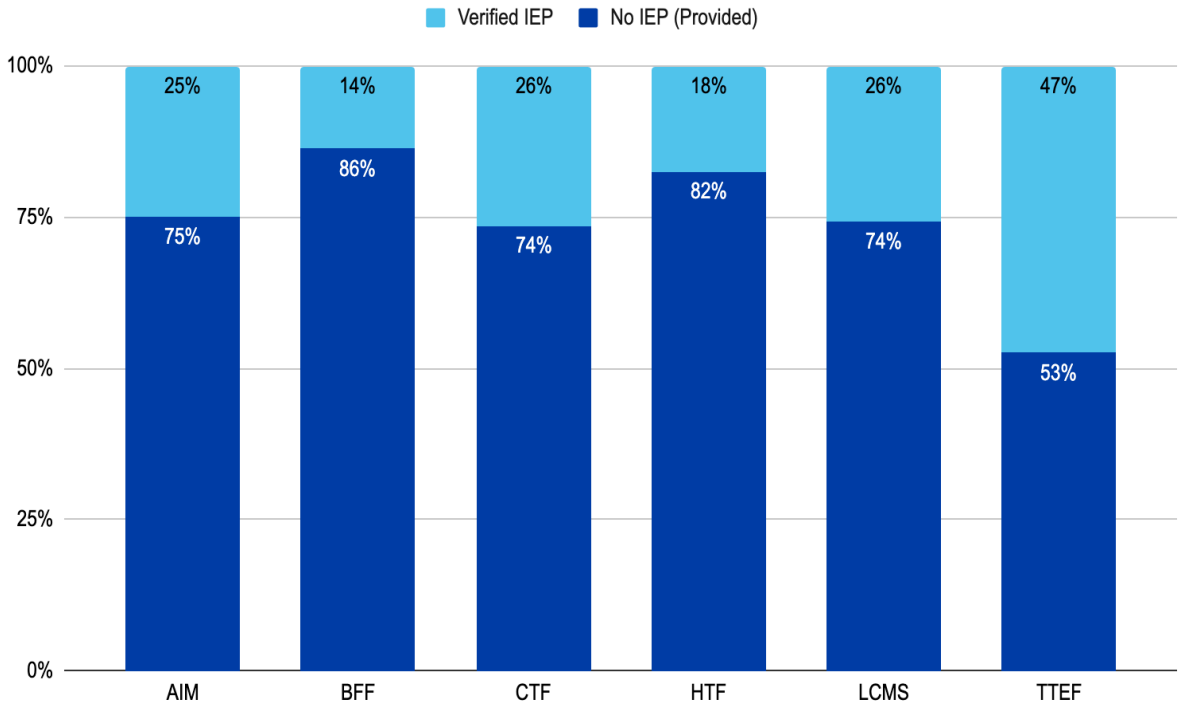


FIGURE 5.4

Proportion of participants with IEPs varied by EAO with TTEF serving the highest proportion of IEP students in SY 2025-26

Percentage of participating students by IEP status (SY 2025-26)



Program Participation: Gender (SY 2025-26)

Gender representation in SY 2025-26 remained relatively even, with male students comprising a slight majority of participants. Growth in enrollment occurred for both male and female students, and the overall gender distribution remained consistent with patterns observed in earlier years, suggesting stable access across genders as the program expanded.

FIGURE 5.5

Gender representation was relatively balanced across EAOs in the fourth program year

Count of participating students by gender (SY 2025-26)

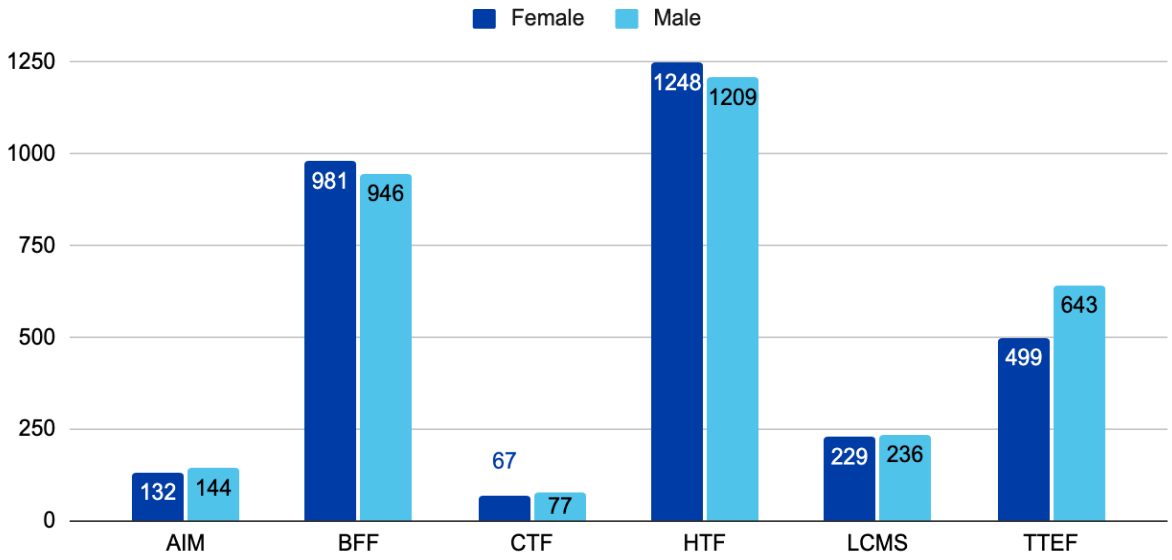
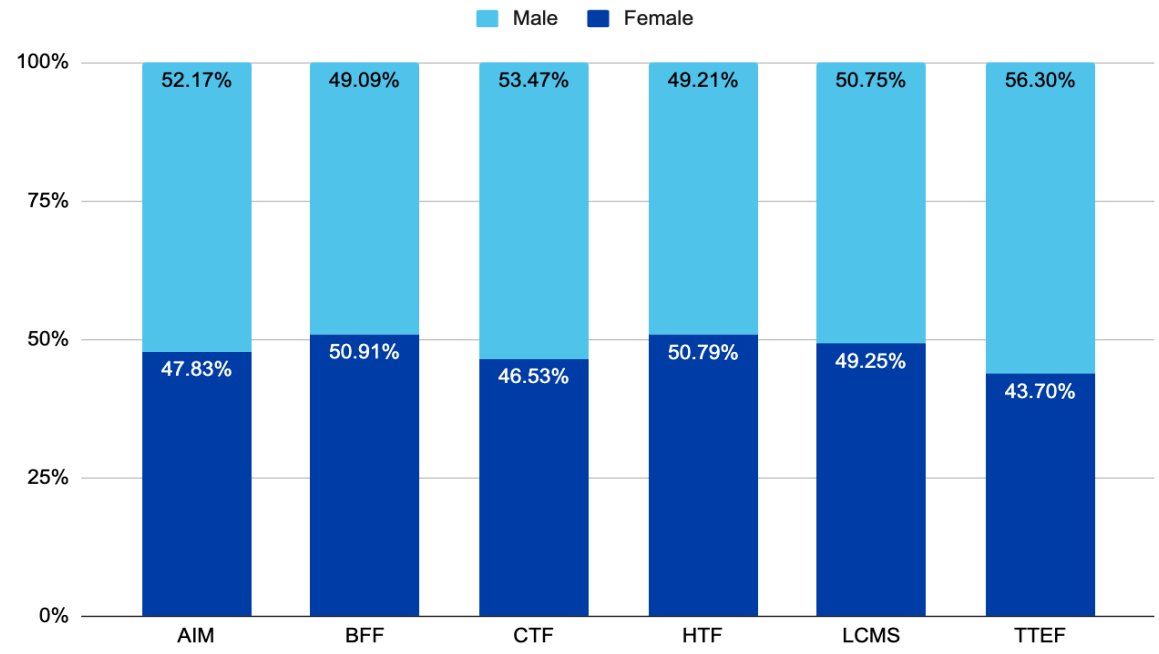


FIGURE 5.6

Chart title (2026)

Percentage of participating students by gender (SY 2025-26)



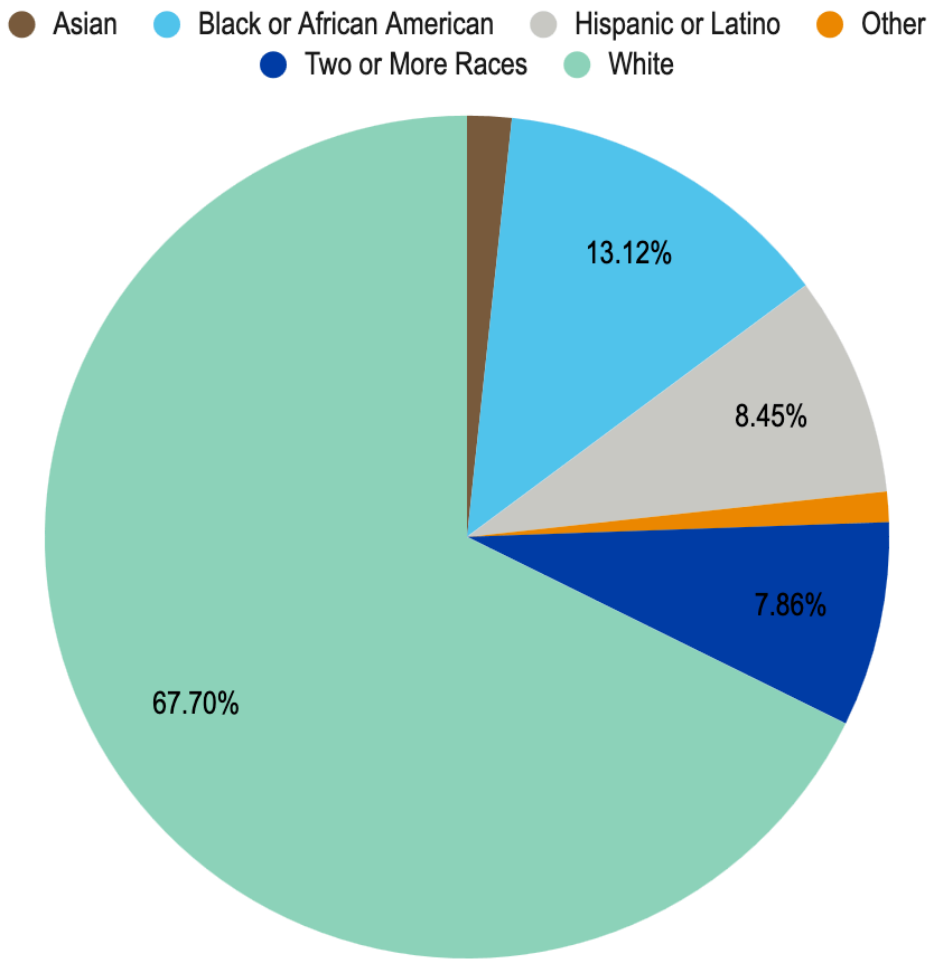
Program Participation: Race/Ethnicity (SY 2025-26)

The racial and ethnic composition of MOScholars participants in SY 2025-26 remained largely unchanged from earlier years. White students continued to comprise the largest share of participants, followed by students identifying as Black or African American and Hispanic or Latino. The stability of these patterns over time suggests that, while total participation has grown substantially, the demographic profile of students served by MOScholars has remained relatively consistent.

FIGURE 5.7

The majority of students were White, although there was substantial representation of Black/African American or Hispanic/Latino students in SY 2025-26

Percentage of participating students by race/ethnicity (SY 2025-26)



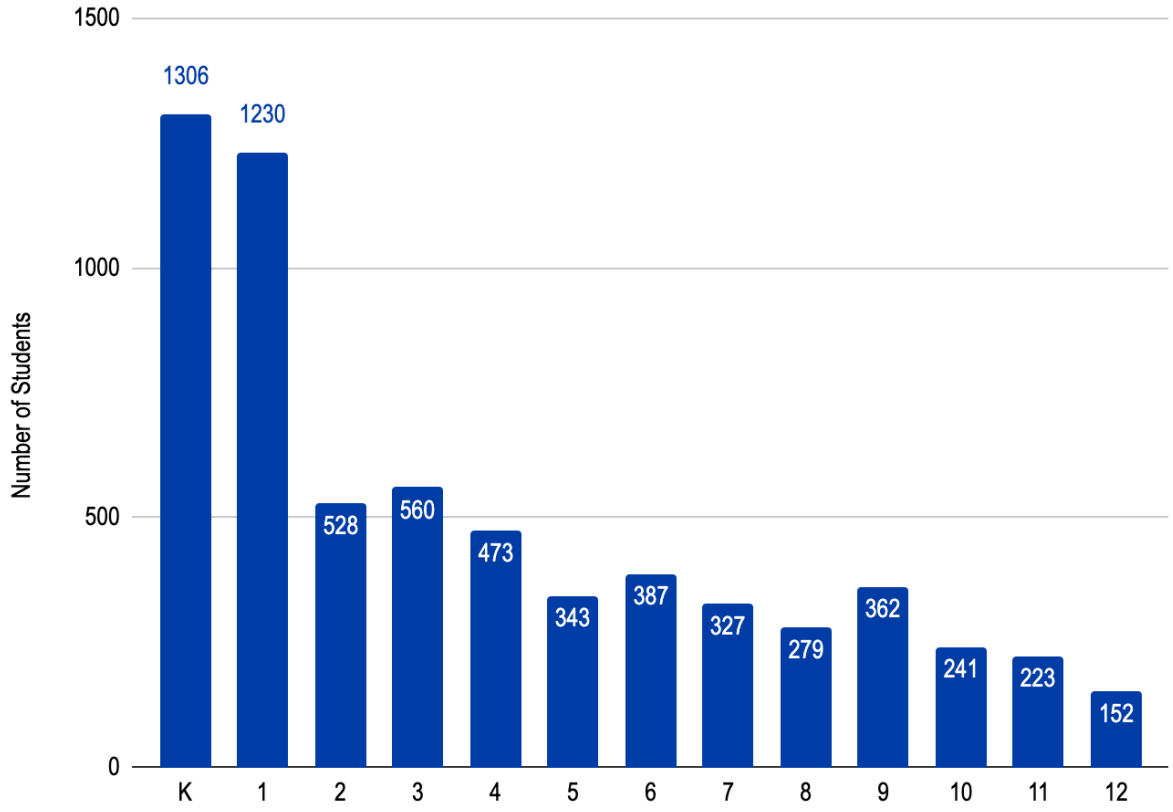
Program Participation: Grade Level (SY 2025-26)

In SY 2025-26, participation continued to be concentrated in the elementary grades, with kindergarten through second grade accounting for the largest shares of enrollment. However, enrollment in middle and high school grades also increased compared to prior years, indicating gradual expansion of the program among older students as awareness and participation continued to grow.

FIGURE 5.8

40% of all participants in the fourth program year were in grades K-2

Count of participating students by grade level (SY 2025-26)



Conclusion

Over its first four years, MOScholars has expanded rapidly in both enrollment and total award volume. Participation increased more than fourfold between SY 2022-23 to SY 2025-26, and total scholarship awards exceeded $80 million. While students with IEPs continue to make up a substantial share of participants, growth among students without IEPs suggests increasing engagement among low-income families without disabilities. Enrollment growth has been strongest in the elementary grades, indicating that many families are entering the program early in students' educational careers - all things being equal, this alone suggests that the program will grow substantially, if younger cohorts of students "age up" into the program and new student enrollment at early grades remains high.

About the Authors

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Appendix A

Table 1

Count of participating students by year by EAO

YEAR	EAO	Number of Students
SY 2022-23	AIM	75
	BFF	364
	CTF	29
	HTF	607
	LCMS	97
	TTEF	191
SY 2022-23 Total		**1363**
SY 2023-24	AIM	116
	BFF	724
	CTF	51
	HTF	531
	LCMS	137
	TTEF	435
SY 2023-24 Total		**1994**
SY 2024-25	AIM	172
	BFF	1050
	CTF	71
	HTF	612
	LCMS	195
	TTEF	593
SY 2023-24 Total		**2693**
SY 2025-26	AIM	276
	BFF	1927
	CTF	144
	HTF	2457
	LCMS	465
	TTEF	1142
SY 2025-26 Total		**6411**
Grand Total		**12461**

Table 2

Total award amount by year by EAO

TERM	EAO	AWARD AMOUNT
SY 2022-23	HTF	$ 3,197,165
	BFF	$ 2,272,695
	TTEF	$ 1,217,625
	AIM	$ 478,125
	LCMS	$ 382,537
	CTF	$ 184,875
SY 2022-23 Total		**$ 7,733,022**
SY 2023-24	BFF	$ 4,615,500
	HTF	$ 3,385,125
	TTEF	$ 2,773,125
	LCMS	$ 860,625
	AIM	$ 739,500
	CTF	$ 325,125
SY 2023-24 Total		**$ 12,699,000**
SY 2024-25	BFF	$ 6,693,750
	HTF	$ 3,833,600
	TTEF	$ 3,780,375
	AIM	$ 1,155,960
	LCMS	$ 1,094,548
	CTF	$ 479,960
SY 2023-24 Total		**$ 17,038,193**
SY 2025-26	HTF	$ 17,286,314
	BFF	$ 12,215,752
	TTEF	$ 7,280,250
	LCMS	$ 3,135,831
	AIM	$ 2,484,602
	CTF	$ 1,059,700
SY 2025-26 Total		**$ 43,462,449**
Grand Total		**$ 80,932,664**

Table 3

Count of participating students' IEP status by year by EAO

TERM	EAO	No IEP (Provided)	Verified IEP
SY 2022-23	AIM	50	25
	BFF	290	74
	CTF	19	10
	HTF	482	122
	LCMS	65	32
	TTEF	61	130
SY 2022-23 Total		**967**	**393**
SY 2023-24	AIM	74	42
	BFF	581	143
	CTF	28	23
	HTF	422	109
	LCMS	86	49
	TTEF	149	285
SY 2023-24 Total		**1340**	**651**
SY 2024-25	AIM	108	63
	BFF	870	180
	CTF	42	29
	HTF	475	124
	LCMS	121	73
	TTEF	197	396
SY 2023-24 Total		**1813**	**865**
SY 2025-26	AIM	207	69
	BFF	1663	264
	CTF	106	38
	HTF	2027	430
	LCMS	345	120
	TTEF	600	542
SY 2025-26 Total		**4948**	**1463**
Grand Total		**9068**	**3372**

Table 4

Count of participating students by gender by year by EAO

TERM	EAO	Female	Male
SY 2022-23	AIM	34	41
	BFF	187	177
	CTF	12	17
	HTF	294	310
	LCMS	39	58
	TTEF	69	122
SY 2022-23 Total		**635**	**725**
SY 2023-24	AIM	51	65
	BFF	359	365
	CTF	20	31
	HTF	253	278
	LCMS	53	82
	TTEF	155	280
SY 2023-24 Total		**891**	**1101**
SY 2024-25	AIM	81	90
	BFF	533	517
	CTF	27	44
	HTF	285	314
	LCMS	87	107
	TTEF	226	367
SY 2023-24 Total		**1239**	**1439**
SY 2025-26	AIM	132	144
	BFF	981	946
	CTF	67	77
	HTF	1248	1209
	LCMS	229	236
	TTEF	499	643
SY 2025-26 Total		**3156**	**3255**
Grand Total		**5921**	**6520**

Table 5

Count of participating students by race/ethnicity by year by EAO

*Suppression has been applied to protect small student populations < 5

TERM	EAO	Asian	Black or African American	Hispanic or Latino	Other	Two or More Races	White
SY 2022-23	AIM	*	*	*	*	*	72
	BFF	7	48	93	*	36	179
	CTF	*	12	*	*	*	13
	HTF	15	124	29	5	39	392
	LCMS	*	43	*	*	*	50
	TTEF	*	63	7	*	12	107
SY 2022-23 Total		**24**	**290**	**130**	**8**	**95**	**813**
SY 2023-24	AIM	*	*	*	7	*	106
	BFF	11	91	187	6	72	357
	CTF	*	12	*	*	*	34
	HTF	13	85	24	*	40	366
	LCMS	*	55	*	*	7	72
	TTEF	*	129	25	*	26	248
SY 2023-24 Total		**30**	**373**	**238**	**19**	**149**	**1183**
SY 2024-25	AIM	*	*	*	15	5	150
	BFF	14	129	243	17	99	548
	CTF	*	12	*	*	*	52
	HTF	18	91	25	*	42	420
	LCMS	*	62	*	*	8	123
	TTEF	9	159	43	*	28	350
SY 2023-24 Total		**44**	**454**	**312**	**40**	**185**	**1643**
SY 2025-26	AIM	*	*	*	15	7	251
	BFF	26	173	358	26	171	1173
	CTF	7	16	*	*	9	109
	HTF	55	303	86	24	216	1773
	LCMS	*	93	6	*	34	324
	TTEF	17	253	89	6	67	710
SY 2025-26 Total		**109**	**841**	**542**	**75**	**504**	**4340**
Grand Total		**207**	**1958**	**1222**	**39**	**933**	**7979**

Table 6

Count of participating students by grade level by year by EAO

*Suppression has been applied to protect small student populations < 5

TERM	EAO	K	1	2	3	4	5	6	7	8	9	10	11	12
SY 2022-23	AIM	30	22	*	*	*	*	*	*	*	7	*	*	*
	BFF	112	87	19	21	14	21	23	13	8	40	*	*	*
	CTF	6	9	*	*	*	*	*	*	*	*	*	*	*
	HTF	160	143	14	24	39	36	45	57	35	30	9	8	*
	LCMS	21	15	*	7	12	10	10	7	*	7	*	*	*
	TTEF	28	20	5	6	10	18	26	11	18	27	11	8	*
SY 2022-23 Total		**357**	**296**	**45**	**58**	**77**	**88**	**110**	**92**	**65**	**113**	**26**	**23**	**10**
SY 2023-24	AIM	23	33	22	5	*	*	*	5	*	5	5	5	*
	BFF	154	152	95	39	42	38	40	41	22	50	39	8	*
	CTF	9	11	7	*	*	*	*	*	*	*	*	*	*
	HTF	11	137	128	12	24	39	32	36	50	25	24	7	6
	LCMS	14	28	17	*	7	21	16	9	7	*	7	*	*
	TTEF	43	56	28	18	31	27	37	38	28	69	35	14	11
SY 2023-24 Total		**254**	**417**	**297**	**80**	**109**	**130**	**131**	**133**	**111**	**154**	**113**	**38**	**25**
SY 2024-25	AIM	37	26	35	24	6	9	*	5	5	*	5	6	7
	BFF	176	191	154	109	57	60	46	45	43	62	55	42	10
	CTF	14	15	10	7	*	*	5	*	5	*	*	*	*
	HTF	51	68	121	120	15	24	33	37	34	45	23	22	6
	LCMS	30	35	33	17	5	10	16	16	10	9	*	6	*
	TTEF	39	72	63	35	34	33	39	43	53	55	72	35	20
SY 2023-24 Total		**347**	**407**	**416**	**312**	**121**	**139**	**143**	**148**	**150**	**175**	**160**	**113**	**47**
SY 2025-26	AIM	42	41	30	34	25	15	24	9	17	12	8	8	11
	BFF	373	340	204	184	149	107	103	87	70	121	70	70	49
	CTF	21	31	17	11	14	11	8	7	7	9	*	5	*
	HTF	602	578	149	188	177	119	137	125	87	106	86	59	44
	LCMS	113	95	39	50	30	29	23	25	24	15	13	*	5
	TTEF	155	145	89	93	78	62	92	74	74	99	64	77	40
SY 2025-26 Total		**1306**	**1230**	**528**	**560**	**473**	**343**	**387**	**327**	**279**	**362**	**241**	**223**	**152**
Grand Total		**2264**	**2350**	**1286**	**1010**	**780**	**700**	**771**	**700**	**605**	**804**	**540**	**397**	**234**

Appendix 2

Note on Family Income data

This report is a living document and will be updated as more data becomes securely and reliably available. For example, statute requires that the Treasurer's Office report the number of MO Scholars students who qualify for and are eligible for free and reduced-price lunch (FRL). FRL status is a commonly used measure of family income (albeit an outdated one now largely replaced by "direct certification"). The most authoritative and reliable source of information on FRL eligibility and participation is the Missouri Department of Elementary and Secondary Education (DESE).

The Treasurer's Office and the PRiME Center are in the process of requesting that DESE securely match MO Scholars rosters with statewide FRL data. FRL data is not readily available otherwise. It is not collected through the MO Scholars enrollment process—FRL status is neither an eligibility criterion nor a determinant of MO Scholars funding amounts. While this data could be requested from participating schools, the most reliable, efficient, and secure path to acquire it would be directly from DESE.

The MO Scholars registration and screening process does collect parental income information, both self-reported and independently verified by the firms ClassWallet and FACTS. For newly enrolled students, the MO Scholars program gives priority to students with Individualized Education Plans (IEPs). If a student has a confirmed IEP, no additional parent income data is captured through the registration process, as it is irrelevant—all students with IEPs are eligible for the program.

A common standard for the secure handling of data is that agencies collect the minimum amount of sensitive data necessary for the faithful administration of a program. For non-IEP students, FACTS and ClassWallet verify eligibility based on income. The above report can be read to indicate that non-IEP students were initially admitted based on family income. However, the income levels of IEP students are not yet available.

The Treasurer's Office and the PRiME Center are working with ClassWallet and FACTS to provide more refined measures of student income in a manner that protects sensitive data and complies with state and federal privacy laws. The results of that data collection will be reflected in future reports.